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ABSTRACT

Articles presented in this monograph form a work which characterizes career education as a curriculum component that requires a team effort on the part of teachers, counselors, and administrators if it is to work in the public schools. The first article outlines some specific strategies which teachers can use to make career education an integral part of the curriculum in every school subject. In the second article, the counselor's role in the school career education team is characterized. The third article describes the multidisciplinary team which must be established in each school to provide for the career education needs of the handicapped and includes lesson planning suggestions for teachers implementing mainstreaming. The fourth article provides direction for the involvement of both central-office and building-level administrators in career education. The fifth article suggests how the school career education team can systematically identify and bring to bear community resources in support of efforts to establish relationships between education and the world of work. The sixth article describes a computerized K-14 career information system, INFOE (Information Needed for Occupational Education). The final article consists of an annotated bibliography of career education resources, including books, audiovisuals, kits and other materials. (Author/TA)

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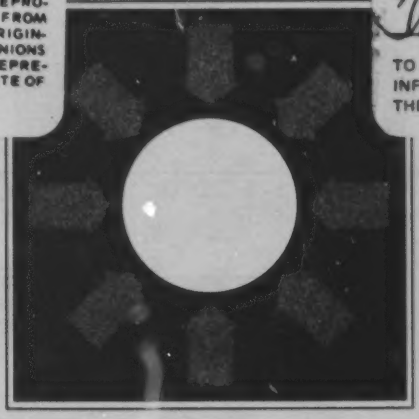

CAREER EDUCATION: A FRAMEWORK FOR TEAMWORK

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CONTENTS

FOREWORD v

INTRODUCTION 1
Trudy W. Banta

INFUSION OF CAREER EDUCATION: FIVE MODEL LESSONS 9
Thomas Noel Turner

CAREER DEVELOPMENT EDUCATION IN TENNESSEE 18
Siegfried C. Dietz and Mark A. Hector

CAREER EDUCATION AND THE HANDICAPPED 25
Lee Murphy

LEADERSHIP AND MANAGERIAL TASKS OF CENTRAL OFFICE AND BUILDING LEVEL ADMINISTRATORS INVOLVED WITH PROGRAMS OF CAREER EDUCATION 35
George W. Harris, Jr.

COMMUNITY RESOURCES AND CAREER EDUCATION 45
Robert R. Hanson

THE CAREER INFORMATION COMPONENT OF CAREER EDUCATION 53
Walter A. Cameron

ANNOTATIONS OF SELECTED CAREER EDUCATION RESOURCE MATERIALS 61
Pam Howison, Shelley Blumberg, Susan Darin, and Julie Bumpus

FOREWORD

Career education has not had the impact on public schools in Tennessee that has been experienced in most other states. The authors, most of whom are involved in the training of professional educators, must accept some blame for this situation because the teacher preparation institutions in Tennessee have not heretofore provided leadership in career education.

With the publication of this monograph the authors hope to make known throughout the state their deep interest in, and strong commitment to, career education. We dedicate our work to those teachers, counselors, and administrators in the public schools of Tennessee who have struggled for years, as we have, to provide career education for their students without the released time for planning out-of-class experiences and the financial support for purchase of materials which are needed if career education is to have maximum impact on the curriculum. We hope these committed individuals will find encouragement, and perhaps a few new ideas, in our work. We hope they will call on us if we may provide support in their future efforts.

For those teachers, counselors, and administrators in Tennessee who have not yet committed themselves on the issue of infusing career education into the public school curriculum, the authors hope to provide some information which will assist them in making such a commitment.

We wish to express our deep appreciation to the Dean of our College of Education, William H. Coffield, for the encouragement and support which he has given our work in career education. We also extend thanks to Dr. Charles M. Peccolo, Director of the Bureau of Educational Research and Service, for making possible the publication of this monograph.

INTRODUCTION

TRUDY W. BANTA

Career education "is an idea whose time has come; it should be utilized in our schools even if it means raising taxes to pay for it." This strongly positive response was chosen from a series of alternative statements of commitment to career education by at least 60 percent of the teachers, principals, superintendents, and community leaders who completed a questionnaire designed to collect data for Tennessee's 1977 Career Education Needs Assessment (Banta, 1977). This first assessment of Tennessee's needs in the area of career education was carried out, with federal funds, by the State Department of Education through the State Testing and Evaluation Center in Knoxville.

Concerning Definition(s)

When in 1971 U.S. Commissioner of Education Dr. Sidney P. Marland, Jr., announced that career education would be a top priority of his administration, he declined to define the concept precisely, leaving each state and school district to derive its own definition in terms of its own unique situation and needs.

The U.S. Office of Education's Bureau of Adult Vocational and Technical Education has since described career education as "a comprehensive educational program focused on careers, which begins in grade 1 or earlier and continues through the adult years" (Hoyt et al., 1974, p. 14).

In 1974 Congress created the Office of Career Education, and its first director, Dr. Kenneth B. Hoyt, developed a definition of career education which emphasized community involvement and work values:

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> Career education is the total effort of public education and the community to help all individuals become familiar with the values of work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (Hoyt et al., 1974, p. 15).

Career education as preparation for one's several life roles was incorporated in a definition constructed by two early advocates of career education, Dr. Keith Goldhammer, Dean of the College of Education at Michigan State University, and Dr. Robert Taylor, Director of the Center for Vocational-Technical Education at The Ohio State University:

> Career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious and aesthetic. It recognizes the centrality of careers in shaping our lives by determining or limiting where we work, where we live, our associates, and other dimensions that are significant in determining our life style (Goldhammer and Taylor, 1972, p. 6).

In preparing to endorse career education, the Council of Chief State School Officers developed this detailed definition:

> Career education is an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood continuing throughout the individual's productive life. A complete program of career education includes awareness of the world of work, broad orientation to occupations, in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students in further education or in a job (Jesser, 1974, p. 20).

The definition of career education which has evolved over several years of study in the College of Education at The University of Tennessee was shaped to some extent by all the preceding definitions. The faculty members who have contributed articles to this monograph subscribe to the following definition:

> Career education is a curriculum component designed to help each student (1) better understand self in relation to the world of work, (2) make an informed career choice, and (3) prepare for the chosen career before leaving school. Career education embodies two elements: career development and career preparation. Career development is the process implied in (1) and (2) above, i.e., studying one's interests, aptitudes and values for the purpose of determining how these may function as strengths or limitations in the pursuit of various careers. Career preparation is the process described in (3): learning the basic skills of reading, writing, and arithmetic, studying science, social studies, and vocational subjects—all the courses traditionally presented in the school curriculum—to obtain preparation for the career(s) chosen in the course of the career development process.

Regardless of the wording used in their definitions, most advocates of the concept would agree on the following characteristics of career education:

1. Career education is based on the belief that *all educational experiences*—curriculum, instruction, counseling—should confer an appreciation for the dignity of work and prepare the individual for a life of economic independence and personal fulfillment.

2. *Every teacher in every subject* can utilize career education as an *instructional strategy* to increase student motivation. Course content may be given additional meaning by illustrating the ways it can be used in pursuit of one or more careers.

3. Career education includes a career development component in which individuals are exposed to a variety of occupations and are encouraged to develop a work ethic and a set of work values; to explore their own interests, values, and aptitudes; to participate in various work experiences; and to make career decisions that are compatible with their personal characteristics and preferred life style.

4. Career education is concerned with *all* occupations, and is designed for individuals of *all* ages. Viewed developmentally, awareness and exploration of various occupations takes place in elementary and junior high school, preparation for occupations takes place in high school, then further specialization may be provided through post-secondary study. Adults continually need to upgrade their skills and/or knowledge, and some must be retrained for new jobs.

5. Learning is not confined to the classroom. The *resources* of the *home and the community* should be used to complement the efforts of the schools in career education.

6. Career education strategies can and should be used in every subject, but career education does not conflict with or detract from the achievement of other legitimate education concerns, such as basic skills, citizenship, culture, and family responsibility. Career education does not demand large expenditures for new materials, buildings, or staff. However, as Dr. Kenneth Hoyt has pointed out, additional funds *are* needed for inservice education of teachers, counselors, and school administrators, for expanded offerings in vocational education, and for some career-related materials (Hoyt et al., 1974, p. 40).

Progress toward implementing career education in public schools has taken place more slowly in Tennessee than in most other states. As Tennessee's 1977 Career Education Needs Assessment indicated, the requirements for pushing career education forward in the state are at a very basic level: statewide leadership and funding for inservice education and acquisition of career-related

curriculum materials are still the most critical needs.

What has happened to career education in Tennessee since 1971 when Commissioner Marland called for a national program of implementation?

Career Education in Tennessee

In December 1972, a Statewide Governor's Conference on career education was planned and coordinated by vocational education staff in the State Department of Education to introduce the concept of career education in Tennessee. Presentations were made by the Governor, the State Commissioner of Education, and Dr. Kenneth Hoyt. The conference was attended by approximately 500 persons representing business, industry, and education (Tennessee State Department of Education, 1975, p. 1).

By 1974 several model career education projects had been initiated with funds from such sources as the Appalachian Regional Commission, EPDA, ESEA Titles I and II, NDEA Title III, and the Tennessee Valley Authority. The projects were located in the Clay, Greene, Grundy, Hamilton, and Knox county school systems, and in the Covington, Greeneville, Maryville, Memphis, Oak Ridge, and Tullahoma city systems. Some of these projects, most notably those in Memphis and Greeneville, were continued with local funds, but others, such as the two in Knox County, were discontinued when the external funds were terminated.

In February 1974, the Tennessee State Board of Education officially adopted a set of procedures for implementing career exploratory activities in Grades 7 and 8. All schools in the state were encouraged to develop plans for integrating career exploration activities into all subject matter areas at these grade levels and to supplement these efforts with strong guidance programs (1975, p. 2).

In the early 1970s, state funds were used for a significant expansion of vocational education facilities in Tennessee. A network of area vocational schools and state technical institutes were established to meet the goal of providing vocational training for up to 50 percent of the state's youth.

During the 1975-76 school year, a State Director of Career Education was appointed, with assistance to be provided by nine Career Education Specialists—one located in each of the State Department of Education's development district field offices. To facilitate communication about career education developments within the state, a newsletter was developed and distributed by the State Department. Nine school systems were selected to receive USOE mini-grants of $10,000 each to develop pilot career education programs (Ingram, 1976, p. 4). The Director of Career Education provided an inservice

orientation to career education for 155 State Department of Education personnel. Some of these individuals in turn provided inservice training in career education philosophy, methods, programs, and evaluation for 44 selected local education leaders and for 192 principals, teachers, counselors, and librarians in the nine school systems that were awarded mini-grants (Hooker, 1976, p. 1).

Late in 1976, Tennessee's Director of Career Education contracted with the State Testing and Evaluation Center in Knoxville to conduct a needs assessment which would provide direction for a five-year plan for career education in the state.

The responses to the needs assessment survey instrument which were obtained from 135 of Tennessee's 147 school superintendents revealed that:

1. Fewer than 5 percent of Tennessee's school systems had a formal written career education policy.
2. Fewer than half (47 percent) of the state's school systems had attempted to implement a career education program, and during 1976-77 only 20 percent had ongoing programs which were supported by local funds.
3. In 1976 just 15 percent of Tennessee's school systems conducted staff development and training activities in career education.
4. "Inservice staff development" was identified by 89 percent of the state's superintendents as the most important need in the effort to implement career education in Tennessee (Banta, 1977).

Since 1971 several members of the faculty of the College of Education at The University of Tennessee, Knoxville, have felt an obligation to meet the need for career education training of preservice and inservice professionals. Since 1972 Dean James D. McComas and his successor William Coffield have appointed three different committees, with representation from all departments, to study ways and means of making career education a part of the College curriculum. Two of the committees sought to integrate the concept in existing introductory courses for all students. When this proved unworkable, a group of seven professors representing five departments and the research unit of the College committed themselves to work as a team to develop course work in career education.

A Team Approach To Providing Career Education

In fall 1977, the first permanent career education course sequence at a teacher preparation institution in the state was initiated at The University of Tennessee. The seven-member College of Education faculty team created six integrated course modules—each bearing one quarter-hour of undergraduate or graduate academic credit—which can be used separately, or together in a workshop

framework, on- or off-campus, to provide training in career education for preservice and/or inservice teachers, counselors, and administrators.

The initial course modules were offered at UTK during the fall quarter. These modules, entitled "Introduction to Career Education" and "Mobilizing Community Resources for Career Education," were team-taught consecutively by faculty team members Trudy W. Banta from the Bureau of Educational Research and Service, and Robert R. Hanson of the Department of Vocational-Technical Education. During the winter quarter, team members Thomas N. Turner from the Department of Curriculum and Instruction, and Lee Murphy, Department of Special Education and Rehabilitation, offered consecutively the modules designed primarily for teachers, "Infusing Career Education into the School Curriculum" and "Career Education for the Handicapped." Spring quarter offerings include the module "The Administrator's Role in Career Education" taught by George W. Harris, Jr., of the Department of Educational Administration and Supervision, and "The Counselor's Role in Career Education" team-taught by faculty team representatives Siegfried C. Dietz and Mark A. Hector from the Department of Educational Psychology and Guidance.

During the 1978-79 academic year, the following changes are anticipated in the sequencing of the career education modules. In order to provide a three-hour block for students, the "Introduction," "Infusion into the Curriculum," and "Career Education for the Handicapped" will be offered for *teachers* during the fall quarter. Another three-hour block will be offered during spring quarter, including the "Counselor's Role" for school counselors, the "Administrator's Role" for principals and other administrators, and "Community Resources" for both groups. Since the "Introduction" and "Community Resources" modules contain information needed by teachers, counselors, and administrators, parts of these modules will be presented during both fall and spring quarters.

The members of the faculty career education team believe strongly that efforts to implement career education within a school or school system can be effective only if teachers, counselors, supervisors, the principal, and system-level administrators form a team to provide coordination and support for the program. Throughout the sequence of course modules, the interrelatedness of the roles of these various professionals is emphasized, and the mutual cooperation of faculty team members provides an example for professionals in grades K-12.

In any successful effort to infuse career education into the curriculum of a school, building-level personnel must have approval, and preferably a commitment of funds for materials and supervisory

time, from the system-level administration. When this support is secured, the school principal should appoint a multidisciplinary team, composed of representatives from the counseling staff and all teaching areas, to recommend to the principal steps which should be taken to implement a career education emphasis in the curriculum.

The multidisciplinary team should first examine the curriculum content of all subjects at all grade levels within its school to determine what strategies and activities can be incorporated to provide career awareness, exploration, or preparation (depending on the grade levels which the school contains) for students. Utilization of the team will provide coordination, and prevent duplication, of efforts at various grade levels.

The school principal and counselors, as well as curriculum supervisors if they are present, can further the career education program of the multidisciplinary team by ordering and maintaining a supply of current materials needed (1) by teachers and counselors in promoting career development, and (2) by teachers in providing career preparation for students. Principal, counselors, and supervisors can also coordinate the outreach into the community which is essential to good career education. They can contact parents, civic leaders, and area employers to speak to students. They can set up field visits and on-the-job observation or work experience. They can even arrange programs in which teachers can work or visit in business/industry/government settings so that they can provide for their students first-hand information about the relationship of the subject they teach to on-the-job requirements.

Finally, the administrative and/or counseling staff can coordinate the acquisition, indexing, storage, and retrieval of the many kinds of current materials which are needed by students engaged in exploration of the work world. Some of these materials may be placed in the school library; others may be consulted more frequently if kept in the guidance office, while still others should be in individual classrooms. The coordination supplied by the career education team is essential to providing teachers and counselors with the materials they need while preventing needless duplication across grade levels and disciplines.

Organization of Articles in this Monograph

As the title implies, the articles in this monograph outline a framework for the teamwork just described. In the first article, "Infusion of Career Education: Five Model Lessons," Dr. Turner outlines some specific strategies which teachers can use to make career education an integral part of the curriculum in every school subject. In "Career Development Education in Tennessee" Professors Dietz

and Hector characterize the counselor's role in the school career education team.

In the third article, "Career Education and the Handicapped," Dr. Murphy describes the multidisciplinary team which must be established in each school to provide for the career education needs of the handicapped, and he provides information about programming for these children which should be helpful to teachers, counselors, and administrators. The last section of this article consists of lesson planning suggestions for teachers who are attempting to implement the concept of mainstreaming.

In the fourth article, Dr. Harris provides direction for the involvement of both central-office and building-level administrators in career education. Next, Dr. Hanson suggests how the school career education team can systematically identify and bring to bear community resources in support of their efforts to establish relationships between school learnings and the world of work.

Career information and related guidance materials provide essential content for a career education emphasis in any school. Dr. Walter Cameron, in his article "The Career Information Component of Career Education," describes a comprehensive computerized career information system, which he developed, for grades K-14. The final article in the monograph consists of an annotated bibliography of selected career education resource materials compiled by a team of women associated with UTK's Career Planning and Placement Center.

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INFUSION OF CAREER EDUCATION: FIVE MODEL LESSONS

THOMAS NOEL TURNER

Career education differs from mere vocational training. It is not direct preparation for a specific job or a specific kind of job. Rather, it is broader education for the entire world of work. This distinction indicates an entirely different philosophy and concept of the responsibility of the school than that of vocational training. This responsibility is one of preparing the student for lifetime relationships to the world of work. Thus, a stronger focus is demanded in career education on concerns such as clarification of values related to job selection and satisfaction, preparation for retaining throughout life competitiveness in the job market, as well as the obvious awareness of job options.

A further ramification of the career education concept is that involvement of teachers in every area of the school curriculum is essential to the success of a career education program. Career-related concepts and skills are integral to every subject taught in school. A sequential and meaningful integration of these concepts throughout the academic program rather than the development of a separate program or course is a functional goal of career education. The process of achieving this goal is referred to as infusion.

Infusion of career education into existing programs should carefully avoid the development of special courses for vocational groups, such as English for auto mechanics or history for secretaries. Its intent is not to detract from the disciplinary focus or to make career or job functionality the major thrust of the course. Rather, the purpose is to take natural opportunities to relate career development and preparation to the focus of the subject. Part of the value of infusion of career elements into the existing curriculum is the motivational power and meaning this brings to many school

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subjects. The accusation has often been made that academic training in school is irrelevant to the lives of students or to the "real world."

The purpose of this article is to illustrate realistically how infusion might be achieved. Strategies have been developed involving a limited number of career concepts, skills, and values in relation to specific academic content. These have been put in the form of module or lesson ideas which might be shared with teachers in particular subjects for trial and expansion. The lessons, however, are less important in themselves than as illustrations to show how easily career education concepts can be infused into the teaching of any subject and how integral, meaningful, and useful the infusion can be within subject fields.

Lesson: "What Is 'Measurement'?" (A Primary Arithmetic Strategy)

In its complete form, this activity could take several days; parts of it could be used in a short lesson form for a single day.

Objectives

1. Children will be able to define the term "measurement" and identify various standard measures.
2. Children will be able to improvise measuring devices where standard-size measures are not available.
3. Children will name a large number of jobs in which measurement is essential and tell what standard measurements are used and what kinds of things are measured.

Procedural Steps

1. Explain and explore the concept of "measurement" with the children. Talk about why things are measured and how.
2. Have children measure things around the room experimenting with their own invented standard of measures. Inventiveness and improvisation should be encouraged. (For example, children might use as their measuring devices such things as the length of a piece of string, of a spelling book, or of their fingers; the weight of a shoe, lunchbox, or pencil; the volume of a particular cardboard box or paper cup; or the time needed to do a particular task.)
3. Discuss why standard measures are used instead of the things children used. Identify and show a number of standard measuring devices and have children name others.
4. To increase career awareness, ask children such questions as the following:
   (a) When do we need to measure things?
   (b) Who measures things?
   (c) In what kinds of jobs are things measured?
   (d) Why do we need to measure things in the world of work?

(e) What kind of jobs have been created just to measure things?

5. Brainstorm with the children a list of places where people work. Starting "places" might include those listed below:

(a) Grocery stores and supermarkets
(b) Department stores and clothing stores
(c) Parks and recreation areas
(d) Factories
(e) Utilities companies
(f) Postal services
(g) Schools and colleges
(h) Service stations and repair shops
(i) Building sites
(j) Police stations and fire departments
(k) Farms and ranches
(l) Hospitals and medical offices

6. Have children decide what kinds of things will be measured in each of these places of work. This exercise might be done in small groups with each group taking one or two places of work.

7. Have children form a "Measurement Factory." They will need to decide on the services the factory will offer, the organization of the company, and the job description of each employee. This task might include all class members or involve just a small group. They can dramatize a work day for the company with customers asking for and receiving measurement services.

Lesson: "Writing Letters" (A Middle School English Language Arts Strategy)

In this lesson, career exploration is utilized in applying a skill integral to functional English and writing. Research and ideation skills could be involved as well.

Objectives

1. Children will know the proper forms of letter writing.
2. Children will be able to name occasions when letter writing is necessary in several vocations.
3. Children will effectively communicate through correct letter-writing form in response to a job-related problem.

Procedural Steps

1. Teach children the basic elements involved in effective letter writing (letter forms, organization, etc.). (Note: The teacher may want to do this after step 4 has been completed and step 7 has been announced, instead of at the very beginning of the exercise.)
2. List on the chalkboard or a chart the general reasons for letter writing.

3. Add to the list any general job-related reasons for letter writing (e.g., seeking, accepting or resigning a job, ordering materials, complaining about production or service, seeking payment for services, etc.).

4. Give children a list of professions like the one below. For these occupations, have children individually list occasions when they think the job would require the writing or reading of letters, reports, or notices. This might also be a research activity using personnel interviews.

(a) Building contractor
(b) Factory worker
(c) Airline steward(ess)
(d) Armed forces professional
(e) Social worker
(f) Small retail business owner
(g) Truck driver
(h) Farmer
(i) Forest ranger
(j) Sales person
(k) Building custodian
(l) City waste collector

5. Share with children several examples of letters or notices in memorandum form that people in various jobs might read or write.

6. Have children select one of the occupations and make up a specific event or problem where a "letter" would be needed to communicate. Encourage imagination, adventure, and humor in the selection so that the letter can involve them emotionally.

7. Have each child write a letter that might be needed in one of the problems. Share these and past examples.

Lesson: "How Have Jobs Changed?" (A Junior High or Middle School Social Studies Strategy)

This lesson might be part of a study of local or state history, geography, and culture. Essentially, it explains cultural and social change through the vehicle of the work people do.

Objectives

Students will be able to recognize significant differences and similarities of life and culture in another era in local history.

2. Children will form a functional definition of social change.

3. Children will be able to recognize the influence of social change in the world of work.

4. Students will be able to discover through historical research methods, common jobs, and job descriptions in their own and another era.

Procedural Steps

1. Have students research lists of occupations available locally in 1830 (or another frontier period) and today. For the earlier time, such primary sources as family histories, census records, and old newspapers, as well as secondary sources like social histories, may be used. For the modern era, newspaper classified ads and the yellow pages of the phone book are good resources. Identify jobs in areas such as communication, food services, retail sales, building and construction, community services, manufacturing, etc. (Note: Types of retail businesses may be used instead of specific jobs for a "shorter" modern list.)

2. Using butcher paper or poster board, make four separate charts. Place these side by side. On the far left chart, list occupations common in towns of 1830 (or any frontier period) but not today. The two middle charts should show "then and now" occupations that have existed throughout the period, and the far right chart should show occupations that exist today but did not exist in 1830.

Each chart should have at least three columns: one for the occupation title, a second for the job description, and a third for an illustration or description paragraph showing a typical job event or task. In the charts at the extreme right and left, the emphasis of the descriptive section should be on why the job did not exist or was not needed in one era or the other. The two middle charts should illustrate changes in the job over the period of time. Two other columns might be used on all charts to describe job training and/or qualifications, and social status and/or income attached to the job.

3. Have the class discuss the charts, keying on multiple answer questions such as: Why are some jobs no longer so necessary? What factors make some jobs possible today that could not have existed in the earlier period? Why is there greater diversity of occupations today? How has increasing specialization changed the world of work today? How has job preparation changed? How have work hours changed?

4. Follow the discussion with an individual involvement activity such as making dioramas or shadow boxes showing people at work in the earlier age and now, twin murals or collages showing jobs then and now, or a dress-up job day in which costumes are worn and activities are simulated.

5. Arrange for a demonstration by an individual who practices one of the now uncommon trades that was once quite common (e.g., a blacksmith or farmer, a candle maker, etc.).

6. Music and creative writing experiences might also be developed in relation to this lesson. First help the students become familiar with the folk songs of work. Then have the students choose

a work-song melody and write their own words to make it a work song for one of the past and present occupations.

Lesson: "Erosion and Human Influence on It"

These activities might best serve in an earth science or ecology unit science lesson.

Objectives

1. Students will develop a concept of erosion evidenced by ability to recognize erosion and its effects in both photographs and on-site observation.
2. Students will be able to identify the chief causes of erosion.
3. Students will identify ways in which the erosion process is hastened or retarded by humans.
4. With specific reference to strip mining, students will analyze the work roles created by restoration of land.

Procedural Steps

1. Have students examine through photographs and site visits obvious examples of erosion and changes brought about by erosion. One especially good resource person to contact would be D. Carol Underwood, Editor, Division of Forestry, Fisheries, and Wildlife Development, T.V.A., Norris, TN 37828.
2. Discuss with the class ways in which human work often effects erosion (e.g., changes in land levels, defoliation, alteration of drainage through dams and water channeling, chemical changes in soil, etc.).
3. If possible, visit strip mines in various stages of development and land restoration. Supplement actual visits with photographs and resource visitors.
4. Discuss the reasons given for strip mining and the values involved in governmental regulations regarding land restoration.
5. Build or have students make an open box or tray (one which will not leak when water is used). Have students construct different land formations in the tray using various props on one end of the tray to simulate elevation. Then conduct experiments with water flow to show how it affects land forms and surfaces of various types.
6. Have students simulate the planning done by the board of directors of a corporation which owns several strip mining operations and is being required by the government to restore the areas stripped. To add to the realism of the simulation, maps of hypothetical sites and corporate information might be developed in advance. Have students plan, making decisions centering around such questions as the following:
   (a) What are the geological features of the sites?

(b) What are the expected results of restoration?
(c) What laws and regulations require compliance?
(d) What kind of jobs need to be done?
(e) What kind of training will be required for the various jobs?
(f) Who should be involved in the restoration: regular employees used in the mining operations, a temporary crew, "traveling" crews working solely on land restoration, or an outside company specializing in restoration?

7. Have students make up job titles and job descriptions for the various tasks needed. Individuals or groups can also make models of the sites as they are to be restored.

Lesson: "Human Values and Literature" (A High School Literature Strategy)

This series of activities would probably work well with any literary material in which an author's development of character is to be emphasized. The logical choice, however, is the short story. Here the students are exposed to many characters and their motivations in a short period of time.

Objectives

1. Students will show that they can recognize the interplay between circumstances and human motivators inherent in all literature by identifying work situations for which characters are or are not suited.
2. Students will clarify their own values toward factors involved in job satisfaction through identification with story characters.
3. Students will clarify their perceptions of literary characters by determining the job "satisfiers" that would be most important to these characters.

Procedural Steps

1. After students read several short stories, discuss the authors' development of characters. Especially explore in the discussion the central motivating forces as well as environmental factors which relate to the characters. One question might explore whether an author believes that people are controlled by circumstances or that people make their own circumstances.
2. Have students select a character in one story. What "jobs" and occupations would the person be likely or able to follow (in his/her own time or in any time)? Discussion might include issues relating to opportunities available, awareness of existing possibilities, and initiative and ability to overcome inertia to change.
3. Give students the job motivation information below. Have them rank the items in terms of what would be most important to the

character in the story. This might then be done for several characters. As an alternative, students might choose the five factors they feel would be most important to the character.

Selected Job Satisfiers

Listed below are 15 of the many reasons people give for seeking, taking, or keeping a particular job. These are also reasons people may be satisfied or dissatisfied in a job. They are not in any particular order.

(a) High pay
(b) Fun to do
(c) Sense of accomplishment
(d) Enjoy the company
(e) Good working conditions
(f) Desirable hours and time off
(g) Security
(h) Opportunity to be independent (to be your own boss)
(i) Practical and useful job to do
(j) High status/sense of importance
(k) Opportunity for advancement
(l) Power or influence over others
(m) Feeling of doing good
(n) Supervisors easy to get along with
(o) Glamorous

4. Have students compare their views of job motivations that they have judged to be important among the characters.

5. Have students compare themselves to the characters in relation to job motivation.

6. Use the students' responses as a basis for discussion of their own different concepts of character and personal philosophy.

7. As a creative writing assignment, students might develop a dramatic sketch or short story depicting an interview between each of the principal characters and certain kinds of prospective employers. Another writing task could be to weave the character into an episode of a current TV series set in locales other than Appalachia.

Conclusion

Infusion of career education into exisiting academic areas in grades K-12 can be accomplished by strategies similar to those modeled in the preceding lessons. Obviously, such infusion will have impact only if a substantial number of teachers within a school system work together to systematically integrate career concepts and skills. A school can have a career education program only if such teamwork occurs. Happenstance will not bring it about. To be a complete program, the career education effort must be purpose-

fully conceived and cohesively and regularly instituted. This demands the combined effort of administrators, teachers, counselors, and the community.

Infusion of career education into academic areas seems an essential ingredient for curricular progress in the future. Schools do not sufficiently prepare students for the everyday world. Abstract and obscure concepts dominate the curriculum. Schools have become antiquated and insular—isolated from the real world. Infusion of career education concepts and skills into the curriculum provides an opportunity to make that curriculum relevant, alive, and important in every subject. It is an alternative which respects the integrity and importance of academic subjects while utilizing existing vocational education programs for career preparation in some areas. Infusion brings student involvement and student input. More, it offers schools a chance to become once again essential and significant in the eyes of students and of the public at large.

Every teacher has at least four necessary and possible opportunities to infuse career education into the academic area with which he or she deals. He or she can effect in students:

1. Awareness of advanced studies and job opportunities peculiar to the particular subject field.
2. Awareness of ways in which elements of the subject of study are useful in the world of work.
3. Sensitivity to the needs and wants of life, awareness of the "satisfiers" which can be found within areas of career choices, and the relationship of these to the academic area.
4. Communication of the personal satisfactions and dissatisfactions with his/her chosen career of teaching.

CAREER DEVELOPMENT EDUCATION IN TENNESSEE

SIEGFRIED C. DIETZ AND
MARK A. HECTOR

Nationally, and specifically in Tennessee, the role of a counselor in a school setting has been the subject of much discussion and controversy. Many see the counselor working predominately with students on a one-to-one basis. Some see the counselor as the person mainly responsible for testing and scheduling. Others feel the counselor should be helping students with learning difficulties or discipline problems. In high schools, college placement and career placement take up a large portion of the counselor's time. In middle and elementary schools, the identification of learning handicaps and group guidance activities are often main responsibilities. For a variety of reasons the counselor's role in schools has never been as clearly defined as the roles of the principal and teachers.

Career development education (a term used by the authors to reflect the dual role of the school counselor in career education, i.e., the counselor is involved in the educational process as a consultant to teachers and is directly involved in the career development of students through a variety of counseling activities and experiences) is in an early developmental stage in Tennessee, but it has tended to further confuse the issue of counselor role. To the extent that career development education emphasizes careers and the world of work, counselors tend to be at ease. Counselors as a part of the guidance

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movement have historically been very involved with measuring career interests and counseling students regarding career objectives. From this point of view, career development education seems to be especially well suited to counselor involvement; it is based on another important idea, however, that may confuse some counselors. The main thrust of career development education programs usually comes through the curriculum. Specific career development activities in schools are most often planned and carried out by classroom teachers. Successful programs have been infused into the curriculum at all grade levels and in all subject matter areas. Isolated courses devoted to career development are not typical. Counselors may feel of secondary importance when it comes to the actual implementation of the career development education concept because their main area of influence is not the classroom.

In summary, a counselor may feel naturally attracted to the careers aspect of career development education and feel left out by its educational aspect. If a counselor is to make an effective contribution to the career development education, his or her role within the program needs to be carefully considered.

A Team Approach to Career Development Education

Effective career development education programs in many states rely on a team approach. This approach is based on the need for the active involvement of several professional groups. Principals, teachers, curriculum coordinators, special guidance teachers, community professionals, parents, and counselors all need to be represented on the team. As these programs are initiated and developed, the team approach is especially well suited to facilitate this process. Growing programs need input from several sources so that they will coordinate with already existing programs and curriculums. Career development education in Tennessee is at an early stage of growth. Therefore, it can most likely benefit from the application of a team approach. The counselors on the career development education team will need to function in several different roles if the whole team is to work effectively. These roles are identified and discussed in the next section.

Roles of a Counselor in a Team Approach

Hoyt (1975) has identified four major counselor functions in career education programs. (The term "career development education" as used in this paper is meant to be interchangeable with the term "career education.") These four functions can be considered as roles that a counselor can fill. Along with the four roles, a fifth role will be identified and described.

The first role is helping classroom teachers emphasize career

implications in their courses. This role, which is essentially one of consultation, implies that the counselor is involved in deciding how careers are related to the subject matter taught in the classroom. For example, counselors can gather and organize classroom materials that tie the subject matter to potential careers. Teachers in Tennessee can increase the relevance of the subject matter they teach (e.g., mathematics, English, etc.) by relating it to careers found in this region of the country such as energy production (e.g., coal mining, nuclear power, etc.) and tourism. Students are then better able to relate what they are learning to possible future careers.

A second role, which involves consultation and coordination, helps to emphasize vocational skill training in the formal education program. Academic teachers need to understand that vocational education is not *inferior* education, but a *different kind* of education. As a consultant and coordinator, the counselor can serve to close the gap that often exists between these two approaches to education. Vocational-technical training schools in Tennessee have been developing and expanding rapidly during the past ten years. The effective career guidance counselor needs to maintain a close contact with the programs and course offerings in local vocational-technical training schools. The only source of information about these schools for secondary school students is often the school counselor.

A third role entails helping the business-labor-industry community engage in the career development education program. Counselors can usefully serve as liaisons between this group and the school community. As a means of helping counselors to serve in this role, during the summer of 1977 the Departments of Educational Psychology and Guidance and Vocational-Technical Education, in cooperation with the Energy Opportunities Consortium (an organization composed of representatives from Union Carbide, TVA, and UT, Knoxville) sponsored a week-long career awareness seminar for counselors (Watson & Chambers, 1977). The content of the workshop was:

> . . . to inform area high school guidance counselors of the job opportunities available in Tennessee and the relevant training programs at existing educational institutions. Since job projections estimate that the majority of entry-level positions will be for persons with training below the baccalaureate level, the seminar focused on the skilled worker and the paraprofessional (page 6). The major objectives to be served by the seminar were the following:
>
> 1. To inform participants of existing educational capabilities.
> 2. To increase participants' awareness of job opportunities in the area.
> 3. To examine the procedures necessary for an individual to "get into" a certain occupation.
> 4. To incorporate the seminar information into your career awareness program (page 9).

As a result of the evaluative statements made by the participants, this career awareness seminar will be expanded to two weeks in the future. Currently, the Energy Opportunities Consortium and the aforementioned University of Tennessee departments are developing plans for a Counselors in Industry Workshop. This pilot project is designed to place high school counselors in participating businesses and industry for summer employment during a period of six to eight weeks.

The fourth role identified by Hoyt involves helping the home and family to participate in the career development education program. In the case of Tennessee where there is no comprehensive program in career development education, this role is essentially one of informing parents about the program and in some cases helping to change negative parental attitudes.

A fifth role that seems important enough to be mentioned separately is that of counseling. As students develop regarding career awareness, exploration, and preparation, they will need to evaluate alternatives, obtain more information, and make decisions, among many other steps. Taking these steps can be facilitated through the help of a counselor. Both counselors in training and counselors on the job need to be aware of these steps in career development. The Department of Educational Psychology and Guidance of The University of Tennessee offers courses that focus on these concepts, both within the regular training program and through evening school for counselors on the job. Other counselor education departments within the state offer similar programs.

A Career Guidance Model K-Adult

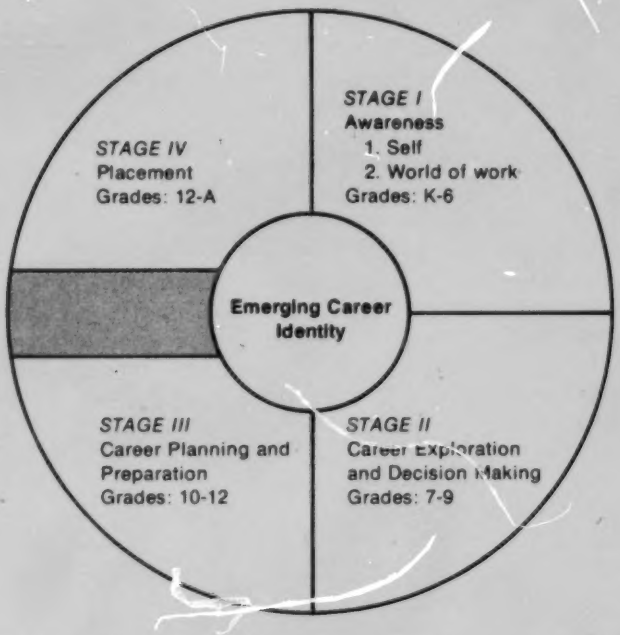
The literature is replete with proposed and operational career development models. They all take into account accepted career development stages but do not always agree on a common theoretical base. In view of this plethora of information, the authors feel it would be redundant to develop a "new" career guidance model. We should instead thoroughly evaluate the existing, effective career development education programs and modify them to meet the needs of Tennessee students. Some of these student needs are held in common with other students across the nation while others are unique to Tennessee students. Upon completion of this evaluative process, it appears that combining certain aspects of the state plans for career development education from Michigan and California would develop a career guidance model which could be implemented in Tennessee. The integrated model appears in Figure I.

Figure I presents four stages of career guidance. Stage one is concerned with awareness, both of self and world of work. Special emphasis with these concerns should be in grades K-6. Stage two

moves to career exploration and decision making. The critical period here would be in grades 7-9. Stage three presents concerns with career planning and preparation, grades 10-12. Stage three blends, as shown in the shaded area, into stage four. The major concern here is with placement. Grade 12 into adulthood would be the periods of prime emphasis. It should be noted that this is a dynamic model. The stages as identified are critical time periods, but individuals will be concerned with the aspects of each of the stages at any given time of his or her career development. Finally, as an individual progresses through these stages his or her career identity systematically begins to emerge.

FIGURE I

Integrated Model for Career Development



Should the reader desire in-depth information on the career development plans for Michigan and California, it is suggested that the following materials be read: *Career Development Goals and Performance Indicators*, Second Edition, Michigan State Department of Education, Lansing, MI, and *Career Development: A California Model for Career Guidance Curriculum K-Adult*, California Personnel and Guidance Association, Monograph No. 5, Fullerton, CA.

Legislation and Professional Statements in Support of Counselors in Career Development Education

(a) Tennessee Legislation Passed and Pending

Secondary counselors in Tennessee have been funded in the minimum foundations program for a significant period of time. The Tennessee Education Association has supported the position of elementary school counselor in its legislative package in recent years. At the time of this writing a bill is being drafted and will be offered in the impending session of the state legislature in support of the elementary counselor. In October 1977, the East Tennessee Education Association created a division for career education. It is felt that this division will work closely with counselors in developing strategies for the implementation of career development education programs.

In 1963, Tennessee House Bill 1203 and Senate Bill 1091 were passed establishing prevocational programs. An important feature of these bills was the designation of a counselor-pupil ratio of 1 to 200.

(b) National Legislation Passed and Pending

The National Education Defense Act of 1958, Title V, was significant in that it provided funds for the training of counselors. The wording of the act made it clear that counselors were necessary professionals in helping students make appropriate career decisions.

Currently, there are a series of career guidance bills demanding the attention of Congress. Space will only allow their listing with a brief comment. The bills are as follows: (1) P.L. 94-482 The Educational Amendments of 1976, (2) H.R. 7 The Elementary and Secondary Career Education Act, (3) S. 1328 The Career Education Implementation Incentive Act, (4) S. 1 Youth Employment Resource Act 1977, (5) S. 170 Comprehensive Youth Employment Act of 1977, (6) S. 1242 Youth Employment and Training, and (7) H.R. 30 Youth Adult Conservation Corps Act. The need for career development education activities and programs is continued in each of these acts with special emphasis placed on counselor role in their implementation. An excellent resource, with an in-depth discussion of the importance of counselor role and function as described in these bills, can be found in the *Journal of Career Education*, Volume IV, No. 1, Summer 1977, College of Education, The University of Missouri, Columbia, MO.

(c) Professional Counselor Role and Function Statement

During July 1976, a group of Tennessee counselors, counselor educators, and Tennessee State Department of Education personnel met for a workshop and produced a handbook entitled *Guidelines, Suggestions and Standards for Approval of Guidance*

Programs. The publication is available through the Division of Instructional Services, Pupil Personnel Services: Guidance, Tennessee State Department of Education.

The regulations for the certification of secondary school counselors has recently been revised. It has taken a competency-based format. Area VI in the new regulations spells out specific competencies for career guidance which the counselor must possess and demonstrate.

Finally, a survey conducted in 1976 by the Tennessee Personnel and Guidance Association asking counselors to identify special concerns and training needs revealed that the counselors listed as their second priority a need for help in developing career development skills. Another survey was conducted by the American Personnel and Guidance Association at the national level with similar results.

Conclusion

It would appear that the counselor has been and will continue to be a significant individual in the planning and implementation of career development education programs in Tennessee.

The notion of the team approach emphasized in other writings of this monograph mandate cooperative efforts among various personnel in the public schools. Statements by national leaders in career education also support cooperative endeavors among educational personnel. Various models of career development education emphasize the affective domain with concerns in self-awareness and the development of a career image. Career decision making and career planning and implementation are also fundamental processes. These processes are basic role and function activities of counselors dictated by counselor training institutions and counselor professional organization role and function statements, and certification requirements.

Finally, all past and current national and state legislation enacted or pending make amply clear the necessity of counselors delivering specific career development services, working as consultants to other educational personnel in developing viable career education programs, and coordinating career development education experiences with the appropriate community agencies in business, labor, and industry.

REFERENCES

Hoyt, K.B. *Career Education: Contributions to an Evolving Concept.* Salt Lake City: Olympus Publishing Company, 1975.

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CAREER EDUCATION AND THE HANDICAPPED

LEE MURPHY

A Definition of Handicapped

The handicapped child is defined as "the child who deviates from the average or normal child in mental characteristics, in sensory abilities, in neuromuscular or physical characterisitics, in social or emotional behavior, in communication abilities, or in multiple handicaps to such an extent that the child requires a modification of school practices, or special education services, in order to develop maximum capabilities." [1]

Universal Concepts of Career Education as Applied to the Handicapped

The following are universally accepted components of career education:

1. *Career education is an educational philosophy rather than a physical entity, or single program.* A philosophical approach to the education of the handicapped is needed which embodies efficacious programs for enhancing their employability. A viable career education plan in the school in conjunction with Public Law 94-142, The Education of All Handicapped Children Act, will mesh nicely with Section 504 of the Vocational Rehabilitation Act of 1973. Section 504 reads: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

2. *Career education begins at grade K and continues through adulthood.* Public Law 94-142 requires educational programs for handicapped children aged 3 through 21; Section 504, through

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adulthood. The problem remains one of identifying which occupational choices are realistic options for children having various handicapping conditions.

3. *Career education is concerned with learning about work and involves more than preparation for work.* An excellent way for handicapped children to learn about work is through interviews of successful handicapped adults. This contact with handicapped adults will go a long way toward stimulating awareness and attitudes on the part of the children as well as their teachers.

4. *Career education is encompassed in the totality of education.* Career exploration and career awareness are essential ingredients of a total educational program. Teachers need to be aware of handicapped employees in their local communities. These people should be guest speakers in the classrooms emphasizing answers to these kinds of questions: How did you obtain your job? What do you do? What skills do you need? How much are you paid? How can we prepare for work in school?

5. *Career education seeks to prepare all students for successful and rewarding lives by improving their basis for occupational choice.* This concept is the foundation of all laws for the handicapped. Handicapped children have a right to the same opportunities that nonhandicapped children have.[2]

Areas of Concern

The May 1973 issue of *Exceptional Children* contained a version of career education for the handicapped and focused on four areas of need: (1) mainstreaming of handicapped youngsters, (2) reeducation of teachers to understand and implement career education, (3) teacher attitude toward career education, and (4) the importance of special, regular, and vocational educators collaborating to make career education available to the handicapped.[3]

Mainstreaming

Mainstreaming is a process initiated by state and local education agencies to comply with the Federal Law 94-142, and Tennessee Code Annotated Chapter 29, "The Tennessee Mandated Education Act." Both of these laws were passed in 1975. They intend to fulfill four basic purposes:

1. to assure that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs;

2. to assure that the rights of handicapped children and their parents or guardians are protected;

3. to help states and localities pay for the education of all handicapped children;

4. to assure and assess the effectiveness of their educational programs.

Mainstreaming is an attempt to educate, to the maximum extent appropriate, handicapped children with children who are not handicapped, and to establish special classes or separate schooling only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Individualized Educational Programs

The law does specifically require the local education agency to establish individualized educational programs at the beginning of each school year and to review these provisions periodically. The individualized programs are the foundations of the law.

> The term individualized education program means a written statement for each handicapped child developed in a meeting by a representative of the local educational agency, the teacher, the parents, and whenever appropriate, the child. The statement shall include (a) a statement of the present levels of educational performance of the child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.[4]

The Tennessee State Department of Education developed the following guidelines for Individualized Education Programs (IEP's): The IEP for each handicapped child must include:

1. a statement of the child's present level of education performance including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills;
2. a statement of annual goals which describes the educational performance to be achieved by the end of the school year;
3. a statement of short-term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals;
4. a statement of specific educational services needed by the child (determined without regard to the availability of those services) including a description of:
   (a) all special education and related services which are needed to meet the unique needs of the child, including the type of physical education program in which the child will participate;
   (b) any special instructional media and materials which are needed;

5. the date when those services will begin and length of time the services will be given;

6. a description of the extent to which the child will participate in regular education programs;

7. a justification for the type of educational placement which the child will have;

8. a list of the individuals who are responsible for the implementation of the individualized education program;

9. objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Cooperative Team Effort

It is obvious that the skills of a variety of professionals must be combined in a cooperative team effort to develop individualized career education programs for these students. This team should consist of teachers, administrators, counselors, as well as psychologists, rehabilitation counselors, and other appropriate specialists. The team's responsibility is to identify resources needed to provide programs for the handicapped. Another responsibility of the team is to select a coordinator of services to reduce the incidences of duplicated efforts for the handicapped since it is conceivable that multiple agencies will be involved in a given student's educational program.

This team needs time to consider the following questions in relation to its own community:

1. *Attitudes:* How do families, employers, labor organizations, peers, educational personnel, and the handicapped themselves relate to the handicapped?

2. *Critical Incidents:* What recurring symptoms or behaviors are associated with loss of job? What critical incidents are related to successful and unsuccessful career adjustment? What intervention strategies can be developed through job-related adjustment training?

3. *Decision Making:* To what extent do the handicapped participate in their own career decisions? What competencies are needed for adequate decision making? How and when have successful handicapped people made their critical decisions? How do role models influence career decisions for the handicapped?

4. *Career Education Models:* How do handicapping conditions limit career choice? What new methodologies and innovations would help to motivate teachers to implement career education? What is the effect of post-placement counseling? Are basic job skills best taught on the job or in the classroom? What strategies are needed to teach the handicapped in their basic civil liberties? How

can the handicapped best be taught socialization skills and the proper use of leisure time? What are the various counseling roles of the professionals who counsel the handicapped? What delivery and support services are needed to encourage female handicapped to pursue their occupational potential? What existing resources are available to the handicapped for maintaining the handicapped in the community? What model might be developed?[5]

Each school must develop a career education plan to include goals and objectives, instructional responsibilities, instructional action plan, staffing needs, course changes and additions, facilities needed, inservice training, instructional resources and material needs, budget requirements, parent and community resources needs, and an evaluation plan. Handicapped students must have a more appropriate and humanistic education if they are to be successful in today's rapidly changing society. Career education for the handicapped requires a truly meaningful interdisciplinary approach to educating students.

National Advisory Committee on the Handicapped

The National Advisory Committee on the Handicapped recommends that educators: (1) recognize that career and vocational opportunities are as important to handicapped persons as to other citizens; (2) assure that handicapped children have access to career and vocational programs; (3) set aside necessary funds to establish and expand vocational education programs for the handicapped; (4) assure that state plans include a section outlining programs in career and vocational education for the handicapped; and (5) assure that the availability of federal support be contingent on inclusion of these provisions.[6]

Perhaps the basic challenge in special education today is the conversion of promise into reality. The promise of mainstreaming—safeguarding the right of handicapped children to an education in the least restrictive environment commensurate with their needs—is one of these promises. There is considerable question as to how each local system will go about putting it into practice. The crucial central issue goes far beyond optimum pedagogical practices or research or funding or the mechanics of moving youngsters into different settings. The overriding issue affecting the handicapped is the matter of attitude.

The progress of the past 200 years, and the last 10 in particular, will in fact remain essentially meaningless until handicapped people win their appropriate place not just in "regular" classrooms but in the "regular society," there to be judged not on the basis of their disabilities but on the basis of their worth as human beings.

Career Education and IEP's

Career education must be a central focus in the individualized educational program for each handicapped child in a school system. If the multidisciplinary team (M-Team) carefully delineates its programs, then these children will have equitable opportunities on the job market. Mere physical placement in the regular classroom is not enough to ensure either academic achievement or social acceptance. Many handicapped children have specific needs which require accommodation and attention. These children are frequently behind their classmates in actual skills levels, requiring specialized and continuing remedial help.

Effective individual instructional programs require appropriate analysis of pupils' educational abilities and styles. Traditional psychometrics are limited in educational power and relevance. More sensitive and educationally-oriented analytic techniques are needed to provide the basis for career programming for handicapped pupils in regular programs. Closely related, school psychologists and counselors often lack background and experience in dealing with these handicapped pupils. This lack of experience supports a case for a team approach to career planning for handicapped children. The decision to mainstream should be accompanied by a decision to provide a comprehensive instructional support system for the children involved and their teachers.

Career education relies on exposure to many different areas of knowledge. It begins with making individuals aware of both "self" and their environment. It means helping them to learn who they are and how they behave. The content of career learning flows from their study of work, work roles, and work relationships. These handicapped children need ideas and concepts that will enhance their ability to understand the present world in which they live and work. It is necessary to reconstruct traditional instructional strategies so that classroom experiences provide career maturational elements as well as subject matter learning.

Lesson Plans

The following lesson plans provide an outline of goals and objectives which might be used by classroom teachers with mildly handicapped children in regular classroom situations.

I. Career Development Goal: Career Awareness and Exploration. For the individual to compare and contrast the types of education and types of life styles.

Primary Activity:

1. Student is to choose three adults in the school setting to interview. The student gives an oral rationale for why these people were chosen.

2. The student will be given a list of questions (a-j below) and asked to obtain answers to all of the questions. The questions will be read to the student and practiced if reading them is too difficult.
3. The student will prepare an oral report to be taped and handed in to the teacher on the comparison of life styles and education. (The term "life styles" is discussed prior to this assignment.)
4. Questions:
   (a) What was your education prior to working?
   (b) What is your approximate rate of yearly pay?
   (c) Why do you stay at this job?
   (d) Did you receive special training for your job?
   (e) When do you go on vacation?
   (f) What do you do for entertainment?
   (g) Do you like to do other things?
   (h) What kinds of schools have been attended?
   (i) What are your interests?
   (j) Did you have an apprenticeship?

II. Career Development Goal: Career Awareness and Exploration. For the individual to recognize the variety of types and sources of education and training.
Career Preparation Goal: To be able to understand the meaning of self-development.
Primary Activity:
1. Have the students list three things they can do that they are most proud of (e.g., repair a motorcycle, figure out a math problem, ride a bike, deliver papers, play an instrument, etc.).
2. Have each individual demonstrate one of these three things in class.
3. Students will work on a project based on one of the three things. This can be an ongoing project that can last for as much time as the student needs to complete the project.
4. Have students tell where they learned this skill. Have students tell what other things can be learned from the person or organization.
5. Have the students teach these skills to others who wish to learn them.
Variation:
1. Take photograph or home movies of the demonstration.
2. Demonstrate a leisure-time skill in pantomime.

III. Career Development Goal: Self-Awareness and Assessment. For the individual to recognize similarities and differences between his or her physical, intellectual, and emotional characteristics and those of others.

Career Preparation Goal: To be able to express feelings in a verbal and nonverbal manner.

Primary Activity:

1. Make a list of emotions or feelings on poster board in different colored ink or marker.
   (a) Happiness
   (b) Anger
   (c) Sorrow
   (d) Fear
   (e) Loneliness
   (f) Excitement
2. Center a discussion around various ways people display these emotions.
3. Have students make a collage using pictures from magazines that depict a display of different emotions.
4. Using a worksheet, have students fill in appropriate responses.
5. Discuss socially accepted behaviors.

Emotion	*Situation*	*Saying Something*	*Not Saying Anything*
Happiness	seeing a friend that moved away five years ago	Hi, glad to see you.	shake friend's hand
Anger	having a bus pass you by because it's full		
Sorrow	your friend is hurt in an accident		
Fear	you are baby-sitting and you hear someone on the back porch		
Loneliness	you don't have anyone to talk to you or play with		
Excitement	winning a game when you didn't think you had a chance		

Variations:

1. Have students role-play situations, displaying various emotions.
2. Have students find comic strip characters displaying the various emotions.

3. Make up a comic strip showing how and in what steps a person reacts to a given situation.

IV. Career Development Goal: Self Awareness and Assessment. For the individual to recognize similarities and differences between his or her physical, intellectual, and emotional characteristics and those of others.

Career Preparation Goal: To know the difference between emotional and physical characteristics.

Primary Activity:

1. On a teacher-made checklist, students will identify their own personal, physical, intellectual, and emotional characteristics. Example:

Things You Like	*Abilities*	*Physical Characteristics*
Hobbies	Fix things	Height
Part-time job	Talk to people	Weight
Books, magazines	Help others	Size
Clubs	Inside/outside work	Strength
	Work with hands	Health
	Make things	

Personal Qualities	*Ambitions/Goals*
Cheerful	What kind of job would you like to have?
Dependable	What can you do to help yourself?
Understanding and kind	Where can you improve?
Orderly and neat	What is the most important thing to you?
Honest	What is the least important thing to you?

Variations:

1. For the hearing impaired—prerequisite: a short dictionary study (phonetic spellings and definitions) of these words: abilities, hobby, dependable, ambition, goal, improve—list some descriptive words about yourself. Make a collage of words and phrases that best describe yourself.

2. For the emotionally impaired—write a want ad about yourself, selling others by giving your best points. Omit names. Have the teacher read each want ad to the class, having students try to identify the person involved.

3. For children with learning disabilities—make a scrapbook divided into the five main categories listed above. Each section should have actual pictures of the person or pictures clipped from

magazines which depict what hobbies, likes, etc., the person has. A short description of the likes, goals, etc., should be listed on each page.

4. For the educable mentally retarded—make a collage about "you." Show the things that describe personal ideas about appearance, the things liked, the things done for hobbies, and the interests regarding types of work.[7]

Conclusion

The ideas and procedures presented are approaches for establishing career education for the handicapped. These handicapped children have been neglected for too many years in every aspect of curriculum innovation. It is time that they be considered and programs be implemented which will guarantee a successful and comfortable life style for them if they have the innate desire to achieve effective citizenship.

FOOTNOTES

[1] Samuel Kirk, *Educating Exceptional Children* (Boston: Houghton Mifflin Company, 1972), p. 4.

[2] Curtis R. Finch and N. Alan Sheppard, "Career Education is Not Vocational Education," *Journal of Career Education*, Vol. II, No. 1, Summer 1975.

[3] R. Grenda, "The Handicapped Child is Not in a Competitive Position in Our Society," *Exceptional Children*, May 1973, p. 661.

[4] U.S. Congress, Education for all Handicapped Children of 1975, Public Law 94-142, 94th Congress.

[5] Educational Testing Service, *Proceedings for the Conference on Research Needs Related to Career Education for the Handicapped* (Princeton, NJ, 1975).

[6] National Advisory Committee on the Handicapped, *The Unfinished Revolution: Education for the Handicapped* (Washington, DC: DHEW, 1976).

[7] Michigan State Department of Education, *Ideas for Activities for Special Education Career Education* (Lansing: Michigan Department of Education, 1976).

LEADERSHIP AND MANAGERIAL TASKS OF CENTRAL OFFICE AND BUILDING LEVEL ADMINISTRATORS INVOLVED WITH PROGRAMS OF CAREER EDUCATION

GEORGE W. HARRIS, JR.

Career education and administration are constant companions from conception to implementation to the periodic evaluations of an established program.

Board of education policy allows for administrative authority to be present in order to insure that instructional goals are being met. Career education, being both a process and an instructional goal, has to be administered by an authority which will involve a dual effort by central office and line-level administration. Such a dual effort will consist of two phases.

1. The Leadership Phase

This phase will involve the central office or line (building) level administrator's immediate influence upon subordinate personnel (both certificated and noncertificated) to achieve the goal of a successful program of career education.

2. The Management Phase

This phase will embody a more circuitous effect upon subordinate personnel (certificated and noncertificated) by the administrator through providing such resources as:

(a) Logistics
  (1) Supplies
  (2) Equipment

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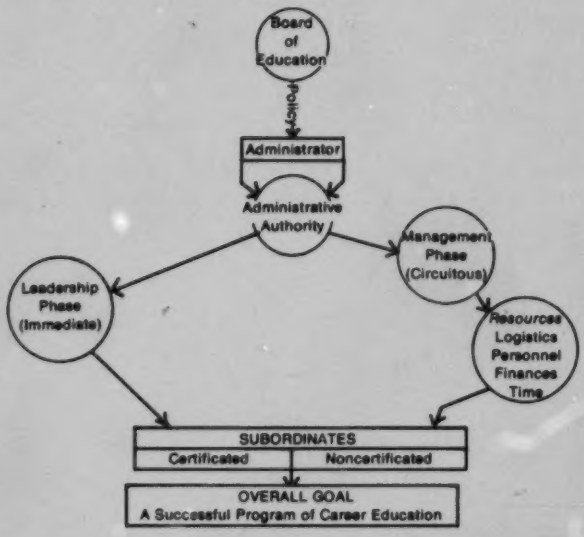
(b) Personnel Needs
  (1) Hiring
  (2) Firing
  (3) Transferring
  (4) Supervising
  (5) Evaluating
  (6) Providing job descriptions
  (7) Organizing
(c) Fiscal Needs
  (1) Budgetary matters
  (2) Accounting
  (3) Financial support
(d) Time
  (1) Projected
  (2) Elapsed

By using the previously mentioned dual effort of proper administrative authority, the administrator can be more assured of a total coverage of his/her career education program. This will apply to both central office and line level functions (See Figure I).

FIGURE I



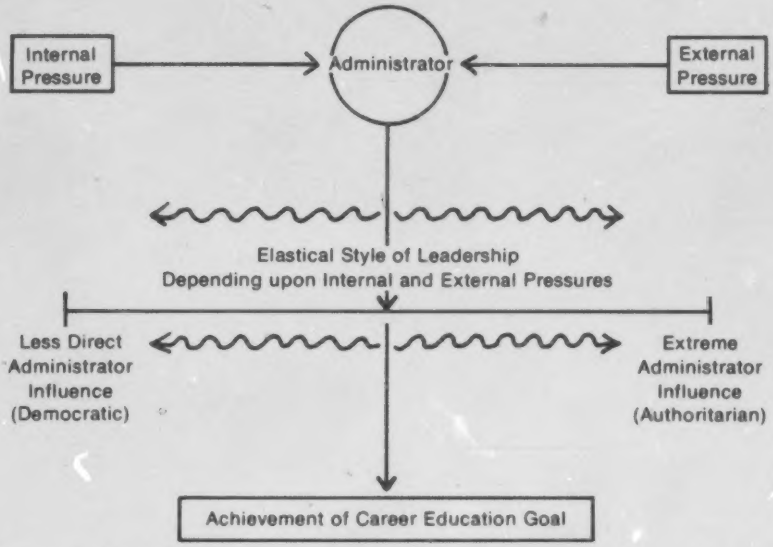
Another point of interest is that of how the administrator will use leadership to influence subordinates to accomplish the career education goal. This action will depend upon the following factors:

1. Pressures within the school district—brought about by the board of education, administrative superiors, and subordinates.

2. Pressures outside the school district—the result of local, state, and federal laws, pressure groups, and the community in general. Such outside influences could affect the administrator's influence with his/her subordinates.

To be more specific and more direct concerning the administrator's position, a closer observation of the subordinate is in order. The overall attitude of subordinates and their work efforts may cause more or less leadership involvement (by the administrator). Hard working, dependable, and competent subordinate staffs will involve less of a direct influence in regard to achieving career education goals. Unconcerned, undependable and incompetent subordinate staffs will involve a more and almost constant direct influence by the administrator. This influence must be present in order for the career education goals to be met. Figure II will present a more vivid view of this matter.

FIGURE II



The style of leadership should be elastic in nature to allow the administrator to meet internal and external pressures. Such elasticity enables the administrator to modify his/her approach to any subordinate conflicts. The resulting approach may result in extreme administrator involvement (authoritarian) or the opposite pole of minimal administrative involvement resulting in a more democratic atmosphere. The main emphasis here is that the administrator is held responsible for the career education program reaching its goal.

Career Education and Central Office Administration

Goldhammer and Taylor (1972, p. 6) describe career education as:

> . . . a systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school and community-based resources, young people's career horizons should be broadened, their self-awareness should be enhanced. The framework for accomplishing these goals are the phases in the career education program: career awareness, career exploration, career preparation.

Gorton (1976, p. 232) informs us that curriculum improvement is necessary for the administrator who wishes to allow for more educational opportunities for the district's school children. Gorton also informs us that the role the administrator must play will consist of three aspects: (a) assessing the need for curricular improvement, (b) planning for curricular improvement, and (c) implementing curricular improvement.

The mechanics necessary to introduce and undertake curriculum improvement such as career education into a school district will involve a coordinated effort by the superintendent, his/her administrative team, the board of education, the business and industrial community, and the lay citizenry. Between the point of program introduction and implementation on a district-wide basis, there are a series of steps which are necessary; each step must be approved in order to proceed to the following step in the sequence.

1. Introduction and orientation of career education by the superintendent, his/her administrative team, and external resource persons to the:
   (a) Board of education
   (b) Faculty and building-level administrators that are to be concerned with career education
   (c) Local business and industrial community
   (d) Teacher organization(s)
   (e) Labor unions
   (f) Lay community
2. At this particular point, the superintendent (or a member of the central office administrative team appointed by the superintendent) should chair a special ad hoc committee to further study career education. This committee should be designed to have a representation of the following:
   (a) Central office administrators
   (b) Building-level or line administrators
   (c) Business representatives
   (d) Industrial representatives
   (e) Teacher organization representatives
   (f) Labor union representatives

(g) Representation of organizations such as the Chamber of Commerce, etc.

(h) Lay citizens

(i) Students

This committee would study the feasibility of having a program of career education in the school district. The primary objective of this committee would be the construction of a report stating the committee's decision and the reason(s) for that particular decision concerning possible program implementation for career education in the district. It is also possible for the committee to rule against placing a program of career education in the district.

3. Presentation of the ad hoc committee's formal report to the board of education and the superintendent of schools.

4. The board of education's formal acceptance of career education and its authorization to commence such a program.

5. Superintendent's assignment of tasks to his/her central office administrative team to:

(a) Develop career education policies;

(b) Establish career education goals for the school district;

(c) Develop a career education instructional program;

(d) Obtain and possibly contract support of local business and industry to career education;

(e) Develop budget and other fiscal matters relating to career education;

(f) Establish a logistical support for career education program such as personnel, supplies, and equipment;

(g) Develop a system of career education program evaluation;

(h) Appoint a central office-level career education director (and possibly a career education staff).

6. Board of education's formal approval of administrative team's policies, developments, goals, and appointments.

7. Orientation (by the newly-appointed career education director) of all building-level administrators, teachers, guidance and counseling personnel, and paraprofessionals who will be involved in the forthcoming career education pilot program.

8. Implementation of career education pilot program at certain selected schools (a cross-section of the school district).

9. Evaluation of the pilot career education venture. Also, the construction of a report concerning evaluation outcome and reasons for discontinuation or continuation on a district-wide basis.

10. Board approval for district-wide implementation of career education.

11. Orientation of all new building-level personnel to be involved with career education.

12. District-wide career education implementation.

13. Periodic evaluation of the career education program.
14. Periodic alterations of the career education program determined by evaluations and recommendations of career education director to the superintendent.
15. Constant seeking of additional funds by the career education director and the superintendent for program expansion, program improvement, and inflationary pacekeeping.

In summary, the superintendent and his/her administrative team would be instrumental in laying the foundation for career education. Medium to large school districts would possibly allow the superintendent more delegation of authority to the specialists of his administrative team. The smaller the school district, the greater amount of weight for program implementation would be placed upon the superintendent. Central office team areas most likely to be involved in the establishment of implementation to continuance of the career education program are:

1. Instruction
2. Vocational education
3. Business management
4. Personnel
5. Guidance and counseling
6. Public relations
7. Supervisory staff

A conscientious team effort by central office personnel is a necessity if the career education program is to be properly launched. The central office administration team will provide leadership and managerial assistance to the career education program beyond the implementation phase. However, immediately upon implementation, the building-level administrators will begin to carry a majority of the leadership and managerial weight.

Career Education and Building (Line) Level Administration

Once the central office authorizes a career education program to commence, a considerable amount of weight in the form of responsibility and authority will shift to the building-level administrator and his/her staff. The building-level or line administrator will be in charge of the school district's smallest and the closest administrative unit to the public and local business and industry (the school itself).

Considerable dependence by the line administrator will be placed upon career education teachers who are the driving force of the career education program. Guidance and counseling personnel are important to career education in that they supply the direction-finding service to students in vocational and professional selection. At the building level, there is also a need for a job placement coordinator who seeks, examines, informs, and coordinates with per-

sonnel representatives of business and industry. These actions will attempt to place the student in a position of employment.

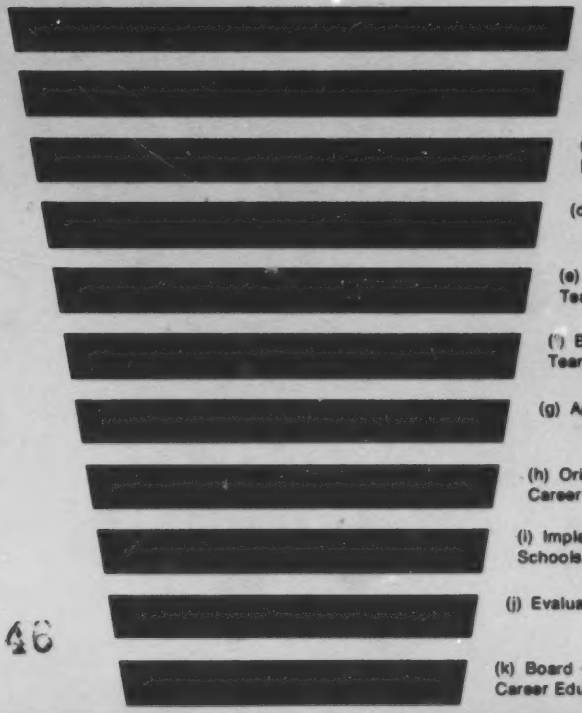
It is up to the principal to provide the leadership needed to coordinate the activities of the career education teachers, the guidance counselors, and the job placement coordinator into an effective building-level career education team. Also, the principal is required to supply the logistical effort needed to support his/her career education program through management resources. The resources of management are personnel, budget and other fiscal matters, supplies and equipment, and time projected and elapsed.

Other important administrative duties that should be performed regarding the career education program at the building level follow:

1. The establishment of specific building-level policy (within the boundaries of district-level policy).
2. Building-level orientation and periodic inservice training of career education team (with possible assistance from central office career education personnel).
3. Integration of career education with the existing school curriculum.
4. Orientation of building-level secretarial support staff with career education clerical matters.
5. Orientation of the community (through PTA, churches, community organizations, etc.) concerning career education.
6. Orientation of the business, industry, and labor communities (through meetings of the Chamber of Commerce and other organizations) concerning career education.
7. Formulation of a career education coordinating and planning committee to assist the school's career education program. This committee should consist of:
   (a) Community members
   (b) Business and industry representatives
   (c) Labor union representatives
   (d) Prominent civic leaders
   (e) Ex-officio membership by the principal and the building-level career education team.
8. Acquaintance of the entire building-level staff with the goals of the career education program.
9. Coordination with building-level career education team.
10. Development of an evaluation system for building-level use.
11. Periodic building-level evaluation.
12. Coordination of the district-wide evaluation program.
13. Provision of evidence and coordination with central office for program alterations (as a result of evaluation findings).
14. Coordination with central office career education personnel.

From the point of introduction to program alterations resulting

TASK GENERAL



I. CENTRAL OFFICE LEVEL ADMINISTRATIVE FUNCTIONS

(a) Introduction of Career Education to the School System

(b) Formulation of Career Education Ad Hoc Study Committee Representing Lay Community, Business, Industry and Labor

(c) Study Committee's Formal Report to Superintendent and Board of Education

(d) Board of Education's Formal Acceptance of Career Education

(e) Superintendent's Assignment of Tasks to Central Office Administrative Team To Formulate Career Education Package

(f) Board of Education Formal Approval of Central Office Administrative Team's Career Education Package

(g) Appointment of Central Office Career Education Director

(h) Orientation of All Building-Level Personnel Who Will Be Involved in Career Education Pilot Program

(i) Implementation of Career Education Pilot Program at Certain Selected Schools Involving a Cross-Section of the Community

(j) Evaluation of Pilot Career Education Program

(k) Board of Education Approval for District-Wide Implementation of Career Education Building or Line-Level Administrative Functions

II. BUILDING OR LINE-LEVEL ADMINISTRATIVE FUNCTIONS
(a) Establishment of Specific Line-Level Policies Concerning Career Education
(b) Line-Level Orientation and Establishment of Periodic Inservice Training of Building Career Education Team
(c) Integration of Career Education with the Existing Curriculum
(d) Orientation of Building-Level Secretarial Support Staff concerning Career Education Clerical Matters
(e) Orientation of the School Community Regarding Career Education
(f) Orientation of Business, Industry, and Labor Communities Regarding the School's Role in Career Education
(g) Formulation of a Career Education Coordinating and Planning Committee at Building Level. Committee Should Be Representative of Lay, Business, Industrial and Labor Communities.
(h) Acquaint the Entire Building-Level Staff with the Goals of Career Education
(i) Development of a Building-Level Evaluation System for Career Education
(j) Building-Level Implementation (District-Wide)
III. DUAL EFFORTS OF CENTRAL OFFICE AND LINE ADMINISTRATION
(a) Coordination of Both Building and Central Office Level Evaluations of Career Education
(b) Coordination between Central Office and Line-Level Administrators concerning Career Education Program Alterations (Resulting from Evaluations)
(c) Coordination between Building and Central Office Levels concerning Program Planning and Program Development
TASK SPECIFIC

FIGURE III The ITC (Inverted Triangular Concept) Model for Career Education Implementation

from periodic evaluations, career education must depend upon a coordinated effort of central office and building-level administrators. Figure III displays a model called the Inverted Triangular Concept (ITC) for Career Education Implementation. The top of the model illustrates a very broad inverted base representing the extreme general task performance by central office personnel. As the career education program moves toward implementation, the tasks will become more specific and gradually shift from central office administration to that of line-level administration. Culminating points represented by ITC are (1) overall implementation of career education in the school district, (2) periodic evaluations by building-level and central office administration, and (3) program alterations resulting from periodic evaluations.

There is a need for a marbleized blending of both the central office and building-level administrative functions as they relate to career education. Also, there must be a smooth flow between these two levels concerning leadership, management, authorizations, policy interpretation, communication, and feedback. Evaluation of the career education program at both levels and the interpretations of these evaluations are crucial to career education's operations, goals, accomplishments, and its very existence.

Troubleshooting major problems in career education should be a combined effort of both central office and building-level administrators and their respective career education teams. Alteration of existing policy and formulation of new policies can greatly aid in being "before the fact" concerning possible problems. Maintenance of a well-kept and well-organized career education program should have only a few problems to require troubleshooting actions.

In order that the school district may have a successful program of career education, there must be an excellent display of leadership and management "know how." These actions are requirements of both building-level and central office administrators.

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COMMUNITY RESOURCES AND CAREER EDUCATION

ROBERT R. HANSON

Career education can be introduced to students through an almost endless variety of methods. One method involves the use of community resources. A significant number of persons from any community are willing and able to add significantly to the career education emphasis at all levels if given the opportunity.

The identification and coordinated utilization of community resources to strengthen career education is best accomplished through the efforts of a team comprised of the principal, one or more counselors, and several teachers. Initial contacts within the community can be made by administrators or counselors, a resource file can be established, and then teachers can use the centralized file to meet their own needs. Over-utilization of some resources, or duplication of experiences by teachers at different grade levels, can be prevented if a centralized resource file is adequately maintained. Most of the procedures suggested in this article can be accomplished most effectively by the team just described.

The Individual Teacher

Not all teachers, however, will be fortunate enough to work where a system-wide career education thrust exists. Nevertheless, the individual teacher can generally find support for his or her ideas about how career education can be incorporated into the classroom. Having a colleague or an administrator to lean on is indeed helpful on days when the investment seems to outweigh the dividends. Should the teacher find it necessary to forge ahead alone, it becomes much more difficult, but certainly not impossible.

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The wealth of knowledge about various occupations among the parents of a single classroom full of students is vast. With the proper orientation and guidance of the professional teacher, the employed parent can greatly benefit the class. The approach could be as simple as asking parents to volunteer to show and tell some aspect(s) of their occupation. Discussion centering around a unique tool, skill, occupational hazard, or technique may serve to stimulate thought and research on the student's part about a certain occupation. This exposure could kindle the fire of interest in a particular occupation.

The technique of including parents is a commonly known source of information, but one that is often under-utilized. It may well be that the teacher is afraid the parent will become sidetracked and begin to enjoy "entertaining" his or her audience. The teacher can, however, structure the discussion or presentation by providing firm guidelines for the resource parent. The more carefully the parent is guided prior to delivery, the more meaningful the presentation by the parent will be.

Some parents may provide opportunities for the class to visit a factory, a building site, or another occupational enterprise which will further diversify the approach by including the flavor of careers. The level and specialized nature of some subjects will determine the depth and emphasis that such experiences should be given.

Advisory Committees

Vocational education at the high school level has for many years utilized advisory committees. Persons serving on advisory committees are generally experienced and successful trade or business people who have expertise in the job specialization area in which they have been asked to serve. These committees meet on a regular basis to advise the vocational teacher about technical changes in their occupational area, suggest or discuss content changes, and provide technical expertise in solving problems or in making the specialty area more reflective of current practice. They also help determine job availability or aid in job placement of skilled students and/or graduates. But more importantly, the possibilities accruing from an advisory committee are bountiful for the elementary teacher concerned with career awareness for his/her students and the middle school/junior high school teacher anxious to provide relevant, first-hand experiences for her/his students. Besides being flattered if asked to serve on a school system, school or class career advisory committee, the committee member may surprise the teacher with the value of the contribution that he or she can make.

The selection of advisory committee members can be made from a broad cross-section of the business/industrial/professional com-

munity. The first meeting of this group will permit the teacher or group of educators to introduce the committee personnel to the aims of career education and to suggest that they can extend and increase the effectiveness of teaching about the world of work by lending expertise through suggestions and support of this phase of the school program. Advising committee members can increase the dialog between the community and school personnel and, most importantly, become the nucleus for the community resource team that will provide a natural link between academic school work and the occupations of the community. The advisory committee experience can lead to better understanding by community persons of what the school is attempting to accomplish, and it permits knowledgeable community representatives to make suggestions about how to meet career education objectives and extend the wealth of knowledge from within the community into the school.

Community Volunteers and Training

Career education has had a major impact on public education. The role of the school has expanded into the community over the past few years, and more than ever the community members from outside the school have been given opportunities to lend their support in both passive and active ways. This school-community link has been forged largely due to the career education goal of relating school learnings to the world of work outside the classroom.

The level of community involvement is now perhaps at its highest point, but the idea is not new to many individual teachers. Some educators have for years been well aware of the pressing need for community involvement and have taken it upon themselves to pioneer in this area without much support from within their school systems. The measure of success that some have had suggests that we build into our career education programs means for developing potential community involvement. We must carefully select activities in which the community can best serve school needs, and we must construct our programs utilizing the cooperation our communities can lend.

School volunteers may be trained in many different ways. It is a certainty, however, that without proper training and orientation both the teacher and the community resource person may be woefully disenchanted and may lose the spirit of involvement almost before they begin. Since schools have begun to utilize a great number of volunteers, a training design called the National School Volunteer Program (NSVP) has been developed to improve the quality of the volunteer's contribution. Many school systems are requiring that their volunteers complete this training program be-

fore beginning to serve. The NSVP has been funded by a number of national foundations and is made available to schools through the Office of Coordinator for Citizen Participation within the United States Office of Education.

School/Community Workshop

A workshop format may be used to acquaint school personnel with an acceptable means of asking business, industry, and the professions for volunteer cooperation. Community resource persons or volunteers also might be invited so that they might determine how they may be of benefit to students, teachers, and administrators. The workshop agenda might include establishing procedures for on-site work visits, and cataloging community resources such as:

1. People to contact when scheduling on-site work visits;
2. Speakers from various occupations willing to describe their work roles with youth;
3. Persons willing to spend time tutoring individual students who need remedial help;
4. Sources of useful scrap materials, tools, or equipment for school shops or laboratories;
5. Companies or businesses that will provide part-time work for students and/or summer employment for teachers and counselors;
6. Sources of educational movies, filmstrips, and other teaching aids;
7. Sources of technical literature and access to company libraries for teachers;
8. Sites for educational exhibits or student projects to be displayed;
9. Sponsors of career-related school awards provided by community sources.

A survey instrument designed to gather information about volunteer resources should be developed and discussed in the workshop. This instrument should provide basic data on the resource volunteer's willingness to serve and area of expertise. It will save future phone calls by making answers to many of the basic questions readily available to school personnel.

A sample community resource questionnaire is included as a model for consideration.

COMMUNITY RESOURCE SURVEY FORM

Name of enterprise _____

Type of activity or service _____

Address _____

Contact person _____

Business phone _____ Home phone _____
(List only the number where you prefer to be called)

Would school children be allowed an on-site work visit?

Yes _____ No _____ maximum size of group _____

Level of student you can best serve:

Elementary _____ Middle/Jr. High _____ Sr. High _____

Would you allow one or more students an opportunity to observe your work activity one or more days?

Yes _____ No _____

Would you have a representative that could participate in career day?

Yes _____ No _____

Could you or an employee discuss your personal work roles with students?

Yes _____ No _____

Would a teacher be allowed to visit your facility to observe or participate in current business, industrial, or professional practices?

Yes _____ No _____

Do you hire students for part-time work? _____

_____

Would you hire high school graduates? _____

_____

Would you allow students who were carefully screened an opportunity to work for occupational experience only? _____

_____

List those persons you believe may be interested in helping in the career education program of the school _____

_____

_____

_____

Several school districts have utilized a local community service club to help them gain access to community resources for use in the schools. The survey form is an example of a task that such service organizations might be pleased to take on as a project, and perhaps with more success than if undertaken by school personnel. The Chamber of Commerce has, for example, provided this data-gathering service for school districts using their letterhead. This approach has been very successful in the past.

While the service organizations are well suited to identifying and collecting information about community resources, they will have difficulty evaluating the learning potential of such resources. It is necessary for educators to be involved in appraising the educational value of the many resources identified by the survey procedure.

After the Community Survey

When community resource personnel have volunteered, been cataloged, and are awaiting involvement, they should not be left wondering why they have not heard from the schools. A letter expressing appreciation should be sent shortly after the person or company has responded. After evaluating and organizing the community resources, volunteers should be consulted about a tentative plan for their involvement. Guidelines and/or training should be planned and organized to maximize the contributions of the volunteers. Finally, the participants should be notified when plans are definite or when they should report for a training session.

After the contribution of the resource person has been experienced, a thank-you note and some information about student reaction should be forwarded to the person or company providing the service. Public recognition is still another method that can be utilized to thank the benefactor. The local newspaper and/or school paper can be asked to run an article that lists the names of the contributors to the school system's career education program. Career education activities of the schools sometimes become good public interest stories and will serve to keep the community aware of career education in the school while conveying the knowledge that the community is actively involved. This special attention helps with making those involved feel it was worth their effort, as well as providing catalysts for future resources.

Unbiased Sex Roles

Today, with the increased concern of stereotyping various occupations as male or female and because of recent legislation concerning sex discrimination, those of us in education should be aware of this role problem and attempt to make necessary adjust-

ments when possible. For example, it would involve little additional effort to seek as resource persons women that are employed in nontraditional roles. Males, too, may be found in jobs commonly thought to be held by females, and they could be utilized as well.

Student Internships

The provision for student internships as an extension of the school is not a new idea, but it has been one of the most successful parts of the vocational program. The internship is generally prearranged for the student by instructor, counselor, or coordinator and is carefully selected so as to match the job and student as well as possible. Students may or may not receive pay for this experience depending upon the arrangements made by the school official. Hours are arranged to dovetail with the student's schedule at school, and credit is earned toward graduation.

The Chamber of Commerce in Boston, MA, has been active as a clearinghouse linking businesses and high schools in that city. The Chamber calls their system of cataloging the "Flexible Campus Resource Catalog." In this system company representatives visit with school coordinators to develop mini-courses or an internship program based on identified needs for the job.

The forerunner of an internship following exploratory experiences might well be one- or two-day blocks of time for student observation of occupations. The occupation selected for observation should be one in which the student believes there is promise for career interest.

Summary

There are many exciting possibilities for students in programs of career education, and some of the best options require the use of community resources. The effort may be great in organizing and utilizing this potential, but it provides the opportunity to make schools more relevant for students. Perhaps more than any other curriculum influence, career education has expanded the facilities of the school. Career education has provided the opportunity to bring those people with their vested interests in various careers—the successfully employed—into the school, and the student to the work site; this exchange has greatly expanded the facilities and resources of the school.

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THE CAREER INFORMATION COMPONENT OF CAREER EDUCATION

WALTER A. CAMERON

The choice of a career is one of the most important decisions one makes in a lifetime. One's life work has a direct bearing on one's way of life, including one's location, choice of friends, living style, health, and economic life. Thus, it is important for individuals to have up-to-date information about a variety of careers if they are to make wise choices.

In the past, students in kindergarten through twelfth grade have received limited exposure to the variety of careers. As a result, the career choice of many high school graduates has been determined primarily by whatever job happened to be available at the time they entered the job market. They lacked the necessary information to make a decision based on what they would like to do or had the ability to do.

In this age of increasing societal complexity, the need for realistic career guidance becomes even move evident if students are to establish career goals and make realistic educational choices to prepare for their goals. School counselors are providing a valuable service through career guidance, but it is a recognized fact that counselors are not thoroughly familiar with all facets of every occupation. The typical situation reveals counselors who are faced with a bewildering array of books, pamphlets, mimeographed handouts, and other materials from which they are expected to derive their career information. Traditional guidance materials are of a variety of sizes, formats, and contents, and usually are relatively obsolete. Seldom is the available information localized to the geographical area in which the student lives and expects to work. With the above

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in mind, it becomes apparent that one essential ingredient of a career education program is a career information system.

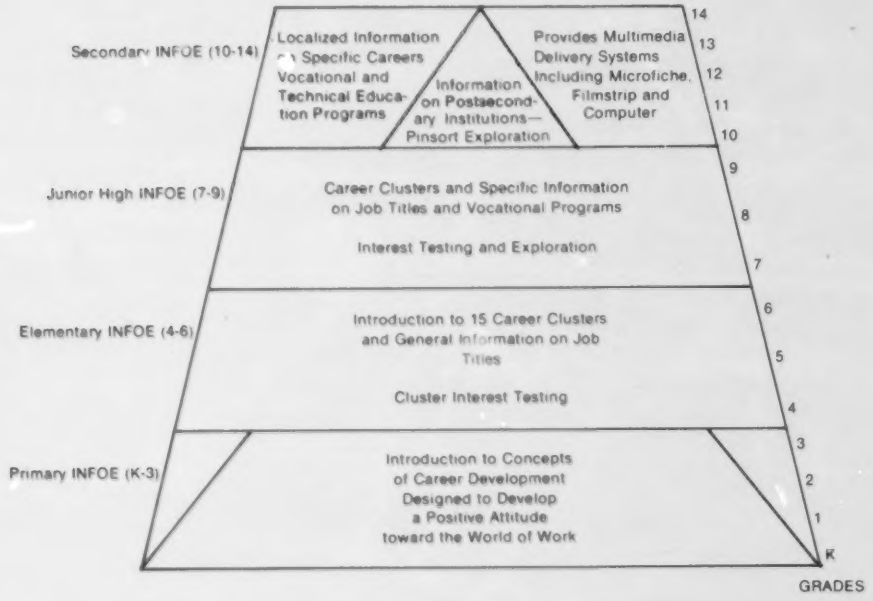
Project INFOE

In 1971, The University of Tennessee undertook a project called INFOE (Information Needed For Occupational Education). The purpose of this project was to develop an articulated, up-to-date career information system to serve students in grades K-14. This system was designed with four components. The four components are:

1. Primary INFOE (Information Needed For Occupational Enlightenment) for grades K-3.
2. Elementary INFOE (Information Needed For Occupational Exploration) for grades 4-5.
3. Junior High INFOE (Information Needed For Occupational Exploration—In Depth) for grades 7-9.
4. Secondary-Postsecondary INFOE (Information Needed For Occupational Entry) for grades 10-14.

A model for K-14 INFOE is shown in Figure I.

FIGURE I
Model for K-14 INFOE
(Information Needed For Occupational Education)



To insure that each component of INFOE was realistic and useful, each was developed through a one- to two-year research and evalu-

58

ation effort. Input was obtained from students, teachers, counselors, and administrators during a pilot test of materials developed for each component. This input was used as a basis to revise and modify materials before they were disseminated for statewide use.

The INFOE materials were designed to provide the information component of an integrated model for career development as identified in Dietz and Hector's "Career Development Education in Tennessee." Primary INFOE and Elementary INFOE provide the basic informational components for Stage I: Awareness. Junior High INFOE consists of materials designed to supplement Stage II:Career Exploration and Decision Making. Secondary-Postsecondary INFOE is designed to provide information for Stage III: Career Planning and Preparation, and Stage IV: Placement.

Primary INFOE

Primary INFOE (Information Needed For Occupational Enlightenment) was developed as the basic component of a K-14 career information program. It is designed to provide students in grades K-3 with elementary career information and with basic concepts for career development. Primary INFOE consists of a different package of materials for each grade level. The INFOE packet for each grade level consists of four filmstrips, audio tape or record soundtracks, and a teacher's guide.

In the Primary INFOE filmstrip series, information about self-awareness and careers is presented through a nonsexist portrayal of 15 clusters and a self-awareness cluster. The teacher's guide contains career development concepts, classroom warm-ups and reinforcement learning activities, and learning exercises for student use. The articulated series of career development concepts presented progresses in complexity from one grade level to the next. These concepts provide basic information about people and work and interactions between people and work. The concepts are grouped into four categories: self-awareness, occupational awareness, decision making, and work attitudes.

The Primary INFOE materials are designed to coincide with the stages of development of the young child from preoccupation with self to an awareness of the world outside. The kindergarten packet deals with awareness of one's self. Concepts are presented through a portrayal of the vital components of the child's immediate environment—family, home, food, and shelter.

The first grade materials present basic career development concepts and career information dealing with the student's neighborhood and school environment. Information on health, business, and personal service careers provides basic facts about the world of work.

The second grade materials present basic concepts and career information dealing with the student's community and city or town. Information on careers in communications, fine arts, recreation, and transportation provides basic facts about the world of work.

The third grade materials present reinforcements for concepts introduced at other grade levels and deal with careers in the broader outside world. Information on careers in marine science, sales, production, and ecology is utilized to present the basic concepts.

In summary, Primary INFOE is designed to be integrated totally into the primary school curriculum. However, it has been utilized in a variety of ways by different teachers. Many teachers have used it as part of the social studies unit, while others have used it in language arts and math.

Elementary INFOE

Elementary INFOE (Information Needed For Occupational Exploration) is designed to provide fourth, fifth, and sixth grade students with basic information on career clusters and general information on specific job titles. Twenty INFOE scripts (career briefs) are presented for each of the 15 clusters identified by the U.S. Office of Education. One INFOE script for each cluster consists of a six-page overview of the cluster and an explanation of the job families included in the cluster. The 19 careers presented in each cluster are designed to illustrate the diversity of careers, from semi-skilled to professional, for each cluster.

Each INFOE script and cluster overview is reproduced on a microfilm aperture card which is viewed by individual students on a microfiche reader. In addition, the cluster overview is provided on overhead transparencies so the cluster can be studied in a group situation.

The purpose of Elementary INFOE is to present students with a broad view of the diversity of careers in the world of work. In addition, provisions are made to bring career development concepts into the classroom through a variety of career games and learning activities involving the materials. The materials present information in a form which appeals to elementary students.

A cartoon format is utilized to introduce students to general information on specific job titles. The career information is presented using the INFOE kids, Carol, Candy, Kit and Kathy, as the presenters of information on each job title. The information presented on each career consists of:

1. Illustration and brief description of job title;
2. Illustration and list of traits of persons employed in the job;
3. Illustration and introduction to tasks performed by worker;

4. Some advantages and disadvantages of the job, plus general information on how to prepare for the career.

Elementary INFOE was developed through a cooperative effort between The University of Tennessee and the Tennessee Valley Authority. The original materials were pilot tested in Alabama, Georgia, Mississippi, North Carolina, and Tennessee. Based on evaluation data collected during the pilot test, the materials were revised and additional materials were added. Teachers involved in the pilot study suggested a variety of ways for using the materials at each grade and this information is presented in the teacher's guide. Their suggestions included activities similar to those presented in Turner's "Infusion of Career Education: Five Model Lessons."

The complete set of Elementary INFOE materials consists of:

1. Teacher's guide with separate instructions, learning activities, interest inventories, concepts, career games for each grade level, and suggestions for how to integrate materials into the regular curriculum;

2. INFOE microfilm card package consisting of

(a) 5 clusters for 4th grade (100 job titles),

(b) 5 clusters for 5th grade (100 job titles),

(c) 15 clusters for 6th grade (300 job titles; 4th and 5th grade materials plus an additional 100 job titles),

(d) 75 overhead transparencies with overview of the 15 career clusters.

Junior High INFOE

Junior High INFOE (Information Needed For Occupational Exploration—In Depth) is designed to provide seventh, eighth, and ninth grade students with in-depth exploration of career clusters, job titles, and major vocational programs. The key to Junior High INFOE is the career brief, a five-page description of specific careers. These five-page briefs are reproduced on 4-inch by 6-inch microfiche, each of which could contain up to 98 pages of information. In addition to the career briefs, four-page briefs on 50 vocational programs offered in Tennessee are provided on three microfiche.

The Junior High INFOE materials are designed to provide for a systematic exploration of the world of work, building on the Primary and Elementary INFOE materials. Junior High INFOE consists of information on seven career clusters for seventh grade students, eight career clusters for eighth grade students and all 15 clusters for ninth grade students. Each career cluster consists of two microfiche which contain an overview of the cluster and information on 24 careers, including examples of semi-skilled to professional occupations.

A user's guide on the utilization of Junior High INFOE is provided

for each grade level. The guide presents a variety of methods for using the INFOE materials in the classroom and includes an interest inventory, suggested learning activities, and career games.

As a special option for the Junior High INFOE material, a pinsort exploratory system has been developed. The pinsort system, consisting of an individual plastic sort card for each career, is coded with respect to 42 specific job attributes. The pinsort system provides a systematic means for students to select job titles for further study, based on their own interests.

In utilizing the pinsort, a student first completes a questionnaire containing 42 items relating to educational requirements, working conditions and requirements, and other job-related subject matter. After students complete the questionnaire, information on jobs which relate to students' interests are identified by sorting the pinsort card deck. Pinsort cards are cross-referenced to the Junior High INFOE career microfiche so that a student, after completing the sort, can then obtain more information on careers which relate to his or her interests.

Secondary-Postsecondary INFOE

Secondary-Postsecondary INFOE (Information Needed For Occupational Entry) is designed as the capstone set of materials for the total INFOE program. Specific, localized information on careers is provided in the form of a four-page format for each career. The four pages containing the following information are reproduced on microfiche.

1. Page one presents a description of the duties of workers in the occupation, working conditions, and an illustration depicting workers engaged in the occupation.
2. Page two presents sources of additional information about the occupation, physical and personal traits of those engaged in the occupation, and what interests and abilities a person should have to enter the occupation.
3. Page three presents a typical career ladder based on the occupation, the educational requirements of the career and how to prepare for the career.
4. Page four provides localized information regarding specific training programs and public educational institutions in Tennessee which prepare people for the career, salary ranges, and job opportunities.

In conjunction with the information on careers, information is provided on 50 vocational programs and 42 technology programs offered in Tennessee. In addition, information on 124 postsecondary two-year and four-year institutions located in Tennessee and in surrounding states is provided on microfiche. To assist students in

correlating programs with institutions and careers, a cross-referencing system has been developed. On the fourth page of the career briefs, the microfiche index numbers for corresponding programs and postsecondary institutions have been listed.

The materials in Secondary-Postsecondary INFOE are updated annually and new careers are added as information becomes available. For the school year 1977-78, the materials consisted of the following:

1. 31 microfiche containing up-to-date, localized information on 535 careers which are available in Tennessee.
2. 3 microfiche containing up-to-date information on 50 vocational programs offered in Tennessee.
3. 3 microfiche containing up-to-date information on 42 technology programs offered in Tennessee.
4. 7 microfiche containing information on 124 postsecondary institutions.
5. User's guide containing indexes, manual for systematic exploration of the materials, suggestions for a variety of ways to involve students in using the materials, and pinsort direction and questionnaire.
6. Pinsort, consisting of a plastic card for each of the 535 careers, which is precoded for 50 career attributes pertaining to interests, working conditions, education level, physical limitations, abilities, earnings and related subject matter.

INFOE's Orientation to the World of Work

INFOE's Orientation to the World of Work is designed for students with special learning disabilities. This series of filmstrips with accompanying cassette tapes provides those students in grades eight through eleven who cannot make effective use of the other INFOE materials with an alternate way to explore the world of work.

This filmstrip series contains 20 different filmstrips. Four of these filmstrips deal with an overview of the world of work, the job interview, and how to get and keep a job. The remaining 16 filmstrips present information on career areas and specific careers. In addition, a guide is provided which contains written scripts, an interest inventory, and various learning activities for using the series.

Computerized INFOE

Computerized INFOE is designed as an individualized, interactive, computerized system for providing access to the Secondary-Postsecondary INFOE information. The computer programs written for this system are unique—they could be run on four different types of computers.

Computerized INFOE is reached through the use of a computer

terminal which allows an individual to interact directly with the computer containing the INFOE information. Computerized INFOE is designed so that once an individual is connected with the computer, complete instructions for each step of the system are spelled out in simple terms. In addition, a brief guide on the use of the system is provided for the users, containing general information on the operation of the system, index to information in the system, and INFOE questionnaires for the career search program and the institution search program.

Computerized INFOE allows an individual to complete a 33-item questionnaire regarding interests, abilities, and other job attributes and at its completion provides a list of job titles which matches the specified attributes. An individual then may use the why routine to find out why some specific job was not included on the list. In addition, by putting in the job number from the job list, an individual may obtain a description of the job, information on how to prepare for the job, or the identity of possible employers for a specific job.

Postsecondary institutions may be explored using an eight-item questionnaire concerning location, costs, enrollment, and city size. Completion of this questionnaire will provide an institution list. By submitting the number from the institution list, an individual may obtain a description of an institution or may find out why a specific institution was not included on their list.

Computerized INFOE provides a system which individualizes career information for a person, providing a means of constant feedback to the individual, as well as continuously up-dated information.

Summary

The INFOE program represents the only totally articulated K-14 career information program known to the author. This program was developed through a systematic research and evaluation effort and is being revised continuously based on feedback from users.

A variety of different delivery systems is used to provide career information in a viable form for students. The systems vary from very economical means, such as microfiche, to very complex and expensive systems using computers. In addition, means such as filmstrips are provided so that those individuals who have problems reading the written word can have access to information on the world of work in a form which they can utilize effectively.

ANNOTATIONS OF SELECTED CAREER EDUCATION RESOURCE MATERIALS

PAM HOWISON, SHELLEY BLUMBERG, SUSAN DARIN, AND JULIE BUMPUS

The annotations contained in this article represent a review of career education resources for teachers and counselors in grades 7-12. Inclusion of materials was based on selection of the highest quality of career resources available for review within the eastern geographical region of Tennessee. Annotations include four types of resource materials: audio-visuals, books, books in a series, and kits (job briefs).

Career education resources for grades K-6 were not included in this review because the sheer volume of career education materials for secondary levels was so great. It is recommended that a similar review of career education materials be conducted on K-6 resources

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and that annotations for such materials be made available to teachers and counselors in Tennessee.

The approach for using these materials will vary from one counselor to another. A determination of the needs of the student population and the personal counseling technique of the facilitators involved will be two of the critical variables. In addition, it is suggested that the utilization of these materials parallel classroom experiences and be sensitive to teacher needs.

In a section following the annotations, some available sources of federal funds are described. Recent legislation has increased the possibility of obtaining federal funding for materials and programming in the areas of career development and career education. Provisions have not been made for specific information such as titles of funding acts and closing dates for proposals due to the changing nature of this information. It is hoped that this overview of legislation on career education funding will provide the reader with a working key for securing essential information on federal monies.

AUDIO-VISUALS

Career Directions

Changing Times Education Service, Inc., Editors Press, Inc., 1729 H. Street, N.W., Washington, DC 20006, $76.00, Grades 9-12.

Components: 2 filmstrips, 2 audio cassettes, 30 student workbooks, 2 transparencies, 2 spirit masters, and 1 teacher's guide.

This four-unit series presents insights into methods of career planning through personal interviews with people who discuss experiences in job seeking and career decision making. A clear career strategy, self-determination, happiness on the job, and self-knowledge are emphasized for career success. The filmstrip presents a wide variety of jobs and depicts equally men and women.

Fascinating World of Work Career Awareness Series

National Career Consultants, Inc., 1300 E. Arapaho Rd., Richardson, TX 75081, $335.00, Grades 7-12.

The Fascinating World of Work is a system of cassette tapes that analyzes 30 occupations in terms of the skills, interests, and characteristics of persons in the field. Accordingly, the purpose of these tapes is to assist students in determining their interests and matching them with appropriate careers.

Getting a Job

Educational Design, Inc., 47 W. 13th St., New York, NY 10011, $131.00, Grades 7-12.

Components: 12 lesson tapes, 24 student workbooks, 1 teacher's manual. Each lesson tape presents an aspect of job seeking for high school students. Particular emphasis is placed on interviewing problems students encounter. Suggestions for appropriate interview procedures and preparation are presented. The tapes progress through the entire interview process beginning

with the initial phone contact requesting an interview. Other available programs include *On the Job*, and *Cross Vocational Skills and Information*.

Job Attitudes

Creative Visuals, Thompson, Mitchell and Associates, 2996 Grandview Ave., N.E., Atlanta, GA 30305, $185.00, Grades 7-12.

Job Attitudes is an animated color/sound series consisting of 15 filmstrips and 15 cassette tapes. It presents ideas concerning job attitudes and their importance in relation to company, organization, and profit. Techniques and tips for developing good job attitudes are discussed. The *Talking Handbook of American Occupations* and *Choosing a Profession* are other available series.

Why Am I Studying This?

Teaching Resources Films, Cassettes Unlimited, Roanoke, TX 76262, $59.00 for entire set, Grades 7-12.

Why Am I Studying This? is a set of four filmstrips with cassettes that deal with careers as they relate to the major subject areas: English, mathematics, social studies, and science. The filmstrips are particularly beneficial in helping high school students correlate subject disciplines with their futures. The filmstrips also describe jobs that are available in overlapping areas of study.

BOOKS

What Color Is Your Parachute?

Richard Nelson Bolles, Ten Speed Press, Box 7123, Berkeley, CA 94707, revised 1977, $8.95 hardbound, $4.95 paperback, Grades 9-12.

This book is a practical step-by-step guide for prospective job hunters or career changers. The reader is told how to find jobs that are never advertised. The book offers a careful plan for finding a job that boasts an 86 percent success rate. This book also provides many addresses for organizations which will aid the prospective job hunter. An annotated bibliography is included at the end of the book.

Encyclopedia of Careers and Vocational Guidance

William E. Hopke, Editor-in-Chief, J.G. Ferguson Publishing Co., Chicago, IL, Grades 7-12.

This encyclopedia is divided into two volumes: Volume I—Planning Your Career, and Volume II, which is organized to follow the classification system of the third edition of the Dictionary of Occupational Titles. Volume I is designed for career ideas and guidance, and to provide an indication of the number of areas of work that are available. Volume II is a reference book which gives specific information about careers that one may wish to explore.

Go Hire Yourself an Employer

Richard K. Irish, Anchor Press, Doubleday, Garden City, NY, $2.95, Grades 9-12.

This book stresses what the job seeker is able to offer the employer, rather than vice versa. It discusses resume writing, interviewing techniques, and selection of the best job for the individual. The book uses a question/answer technique to cover a wide array of problems in the job search.

Careers in the Health Field

Essie E. Lee, Julian Messner Publishers, 1 West 39th Street, New York, NY 10018, $5.29, Grades 9-12.

This book describes the variety of jobs available in the health field and discusses the necessary personal and academic qualifications. The author takes the reader on a room-by-room tour of a hospital and explains all of the jobs available in different areas. The book also has nine pages of illustrations.

Audio-Visual Media in Career Development

Lawrence A. Simpson, Editor, College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA 18001, price not available.

This book gives extensive information on how to develop and produce media programs. It also provides guidelines for reviewing and evaluating films, tapes, and filmstrips. Examples of career programs using audio-visuals are presented, and an annotated bibliography of audio-visual media is provided.

The Occupational Thesaurus

Everett A. Teal, Leigh University, Bethlehem, PA, price not available, Grades 7-12.

This thesaurus begins with a glossary of over 250 career areas and a description of those areas, then lists different college majors, with the major areas of employment and job opportunities in those majors.

BOOKS IN A SERIES

ARCO-Rosen Career Guidance Series. Your Future in . . .

ARCO Publishing Co., Inc., 1974, 219 Park Ave. South, New York, NY 10033, 43 books in this series, $1.95 each, Grades 7-12.

The ARCO-Rosen Career Guidance Series covers major careers and addresses itself to the type of person who is working in different career fields. Each book is individually written by an expert in the field. Educational requirements, training, working conditions, salary and advantages and disadvantages of each career are listed.

Careers in Depth

Richard Rosen Press, Inc., 1975, New York, NY 10010, $4.80 each, grades 7-12.

This series of books covers over 90 diffferent occupations. Each book is independently written by an expert in the field, and each includes a self-evaluation test for each occupation, as well as background information about the field.

Career Guide: Opportunities and Resources for You

The Ebony Success Library, Johnson Publishing Co., Inc., Chicago, IL, three-volume series, price not available, Grades 9-12.

Resource material included in this series is published by the editors of *Ebony* magazine. Black professionals are pictured in 100 different occupations; brief descriptions are given for each job. Fields are highlighted that will be in demand in the future. Addresses are given for scholarships and financial aid assistance by state.

Concise Handbook of Occupations

J.G. Ferguson Publishing Co., Chicago, IL, price not available, Grades 7-12.

There are 305 occupations in this handbook. Each occupation occupies one page with one photograph. There is a brief description of each occupation, an employment outlook, salary range, and educational and training requirements. Each occupation is listed under "data," "things," or "people."

Exploring Careers Series–Job in . . .

Lothrop, Lee and Shepard Publishers, 105 Madison Ave., New York, NY 10016, 1974, $5.50 each, Grades 7-12.

The objective of this series is to help young people explore the world of work and jobs related to the environment. This series gives personality and educational requirements for each career and includes coverage of jobs in weather; earth study; ocean, water, and air pollution; solid waste; conservation; forests; parks; city planning; and health care.

Franklin Watts Career Concise Guides

Franklin Watts, 730 Fifth Ave., New York, NY 10019, price not available, Grades 7-12.

There are six books in this series which present the "stories" of men and women in different occupations. Most chapters are concluded with addresses to which student can write for further information.

Occupational Outlook Handbook

U.S. Dept. of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20502, $8.00, Grades 7-12.

This handbook, which is compiled by the U.S. Department of Labor, lists over 850 occupations. For each job entry there is a description of the nature of the work, places of employment, training, and other qualifications needed. The employment outlook for the specific job is also given, along with earnings and working conditions. It concludes with a list of sources for additional information. The *Occupational Outlook Handbook* is updated every two years.

Occupations

New Readers Press, 1321 Jamesville Ave., Syracuse, NY 13210, Editors Caroline Blakely, Dennis Schroeder, 1974, $3.20, two-volume set, Grades 7-12.

These books contain descriptions of 106 different jobs. Each page tells the story of a person working at a specific job. The job description includes duties, qualifications, working conditions, benefits, chances for advancement, and job outlook. There is also a list of where to look for further information.

Real World

King Features Syndicate, Inc., 235 E. 45th Street, New York, NY 10017, $67.50 per year (15 copies of 9 editions), Grades 7-12.

In this unique approach to career education, information concerning occupations and employment, along with various other news, is presented in a newspaper entitled "Real World." The newspaper aims at capturing the interest of its readers through concise, easy-to-read articles while simultaneously increasing their knowledge of the working world.

The Student Journalist Guide Series

Richards Rosen Press, Inc., 21 East 21st St., New York, NY 10010, 1975, $4.80 each, Grades 7-12.

The Student Journalist Guide Series offers the student the opportunity to explore careers related to journalism from broadcasting to writing editorials. The books are written individually by experts in the field. There are 31 books in this series, and each book contains a suggested reading list of books and articles and gives detailed information about the specific subject, along with techniques, examples, and anecdotes.

Vocational Guidance Manuals Careers Series

Vocational Guidance Manuals, Inc., 620 S. Fifth St., Louisville, KY 40202, 57 books in this series, price not available, Grades 9-12.

This is a bias-free series giving a comprehensive overview of careers for men/women. It includes case studies of those employed in various fields, the future of the occupation, and training and qualifications which are necessary. Additional readings appear in each book. Filmstrips and a complete catalog of books are available on request at no charge.

KITS

Careers

Institute for Research, Chicago, IL, price not available, Grades 7-12.

These job briefs define terms, work environments, types of people employed in various fields, where one might seek employment, and duties (both routine and nonroutine) of various positions. Each pamphlet lists both the positive and negative aspects of the field under consideration. Associations, periodicals, and additional reading sources are also listed.

Career Education Program

Houghton Mifflin Company, One Beacon St., Boston, MA 02107, 1973, price not available, Grades 7-9.

This series provides a program of materials and procedures for counselors and teachers to use with groups of students. The program includes exercises that focus on values clarification, interests, abilities, preparation for job entry, etc. The program attempts to explore various facets of a person's life as it relates to the world of work. Materials are contained within a sourcebook and are printed for easy duplication.

Career Opportunities

Houghton Mifflin Company, One Beacon St., Boston, MA 02107, 1975, $48.00 per kit, Grades 7-9.

Career Opportunities presents four sets of subject kits for the areas of mathematics, English, social studies, and foreign languages. Each kit contains job cards explaining facets of the job such as nature of work, qualifications, earnings, and employment outlook. All job titles are written in nonsexist terms. Related careers are listed, as well as the D.O.T. number and additional sources of information.

Career Skills Assessment Program

College Board, 888 Seventh Ave., New York, NY 10019, $5.00, Grades 9-12.

This program consists of six separate self-assessment areas: self-evaluation and developmental skills, career-awareness skills, career decision-making skills, employment-seeking skills, work-effectiveness skills, and personal economics skills. There are different components in this set that can be ordered independently. Materials for each of these areas include an exercise booklet, response sheet, self-instructional guide and supporting materials such as a sound filmstrip kit and a handbook for administrators.

E.P.I.E.

Career Education S*E*T*, EPI Institute, 463 West Street, New York, NY 10014, price not available, Grades 7-12.

This kit is divided into two volumes. The first volume covers selection

procedures for materials that correspond to career education needs in individual schools. It also covers such items as detecting and counteracting sexism and racism in career materials. In addition, Volume I lists state career education coordinators, career education periodicals, and manuals that describe skill-training materials. Volume II rates career materials in the areas of printed materials, filmstrips, films, and noncommercial products. EPIE lists each individual entry according to author, publisher, price, target audience, curriculum role, activities and instructional design.

Guidance Series Booklets

Science Research Associates, Inc., 259 E. Erie Street, Chicago, IL 60611, 1971, $1.50 each, Grades 9-12.

This series contains 50-page booklets that cover many aspects of career planning and job-seeking skills. It specifically covers: "Discovering Your Real Interests," "Finding Part-Time Jobs," "How to Get a Job," "School Subjects and Jobs," "What Employers Want," "Your Personality and Your Job."

Janus Job Interview Kit

Janus Job Series, Janus Book Publishers, 25825 A. Million Blvd., Hayward, CA 94544, 1977, Grades 7-12.

Janus offers a series of kits that provide experiences for students in job-seeking skills: (a) Janus Job Interviewer Guide, $3.25; (b) Janus Job Planner, $1.95; (c) Janus Job Interview Kit, $23.95; and (d) Using the Want Ads, $2.45.

Job Experience Kits

Scientific Research of America, 259 E. Erie St., Chicago, IL 60611, 1970, $176.55, Grades 7-12.

Job Experience Kits are designed to encourage job exploration by junior and senior high school students. The kits include 20 occupations that present a realistic view of each job. Five of the kits contain tangible parts to further describe the work (e.g., tools used by a drafter).

Occupational Viewdeck

Chronicle Guidance Publications, Inc., Box 271, Moravia, NY 13118, 1975, $112.50, Grades 7-Adult.

Occupational Viewdeck provides a unique system to assist students in their search for appropriate careers by matching personal characteristics and preferences with 610 occupations. Six categories are given to determine characteristics and preferences: temperaments, interests, education, training programs, physical demands, and working conditions. An illuminated viewer hosts the thermostat sheets to form a rapid retrieval system. A complete profile book describing the 610 job titles is also included.

Sex Fairness in Career Guidance

Abt Publications, 55 Wheeler St., Cambridge, MA 02138, Editors Linda B. Stebbins, Nancy L. Ames, Ilana Rhodes, $16.00, Grades 7-12.

Sex Fairness in Career Guidance is a learning kit of self-administered curriculum materials. The materials are organized into four chapters: "Orientation to Sex Fairness" (discusses traditional family and occupational roles for both sexes); "Recommendations for a Sex-Fair Career Guidance Program" (develops strategies for increasing self-awareness); "Recommendations for

Career Interest Inventories" (helps counselors identify bias in inventories); "Resource Guide" (lists supplementary readings and audio-visual materials pertaining to sex-fairness).

The National Career Information Center, a service of the American Personnel and Guidance Association, recently surveyed commercial education publishers to determine the extent of their current involvement in the production of materials for use in career education programs in schools. In the January issue of its monthly newsletter INFORM, the Center lists 145 publishers of print materials which could be used by counselors, teachers, and others interested in career education. For a copy of this listing, write to: INFORM, National Career Information Center, American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, DC 20009.

Sources for Funding in Career Education

Career Education Act

President Carter signed legislation effective December 13, 1977, that was designed to infuse career education into the school curriculum and to provide guidance, inservice counselor training and other career guidance activities. The law authorized some $325 million to be spent on career education over five fiscal years beginning in 1979. Copies of the law are available by writing the House of Representatives, Washington, DC 20515 or the Senate, Washington, DC 20510.

Educational Amendments of 1976

The following amendments to the Elementary and Secondary Education Act have set up regulations for funding:
Public Law 94-183—Education Amendments of 1976.

Title I: The purpose of this legislation is to support the development of career education as a lifelong learning process. Major emphasis is placed on guidance training, curriculum development (including teaching materials and evaluation procedures), counseling and assistance in discovering training programs necessary for career planning and job seeking.

Title II: Counseling, career planning and decision making, research, career material development, and attempts to overcome sex bias are included in this legislation. Concern is given in the Vocational Guidance Section (134) to develop vocational guidance and counseling for K-adult, imprisoned youths and adults, and limited English-speaking individuals, and also to provide job placement evaluation and follow-up, resource centers, and career exploration techniques.

Title III: This legislation emphasizes career education and development which includes counselor and teacher training in areas of career theory, program planning, techniques and materials. In this title, development and improvement are important for pro-

grams, materials, and implementation for early childhood through adult, including parents, women, minorities, handicapped, and disadvantaged.[1]

Other Information Sources

In addition to federal sources, funds for career education can be located through national church associations; applicants are not always required to be affiliated with the particular denomination. Additional sources are corporations and corporate foundations who receive tax benefits for their donations. Local federated giving agencies such as the United Way or local businesses may also offer support.

Public and university libraries have most of the tools needed to find out about available federal funds. The most comprehensive listing is the *Catalog of Federal Domestic Assistance,* with easily usable indexes. Be sure to use the most recent *Catalog* and specifically note such information as deadlines imposed by the federal agency. In addition, the *United States Government Manual* identifies the person to contact in the federal agencies for further information. Check the *Federal Register* for guidelines for proposals, official changes in program regulations, and new funding from federal agencies.

For information on state funding the "Federal and State Agencies Serving East Tennessee Development District" is a helpful directory. Dr. Charles Peccolo, Director, and Dr. Betty Heathington, Coordinator of Faculty Services, of The University of Tennessee Bureau of Educational Research and Service can be contacted for further information. Their address is Room 212, Claxton Education Building, Bureau of Educational Research and Service, Knoxville, TN 37916, 974-2272.

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[1] "The New Legislation," *Journal of Caree. Education,* Vol. IV, No. 1, Summer 1977.